



Home Learning Policy

January 2026

Review by February 2028

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Statement of intent

Abbots Farm Infant School is a vibrant, enthusiastic, forward-thinking and safe learning environment, in which all pupils are given every opportunity to complete a fulfilling education.

We believe that home learning plays an important role in primary education and can gently encourage pupils to start developing the skills and self-discipline necessary for successful independent study in later years.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We give careful consideration to ensuring home learning is manageable for both the children and their families.

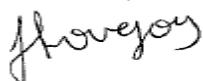
This Home Learning Policy was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing body.

Aims

This policy aims to:

- Develop a consistent approach to home learning throughout our school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to home learning.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use home learning as a tool for raising standards of attainment as highlighted in the **EEF Toolkit (gain of 3 months)**
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>
- Extend learning beyond the classroom.
- Give pupils further practice and a deeper understanding of skills, knowledge and concepts learned during the school day.

Signed by:



Headteacher

Date: 20/1/26



Chair of governors

Date: 20/1/26

1. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2025) 'School inspection toolkit'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Behaviour and Relationships Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Responsibilities

The Headteacher, Deputy Headteacher and governing body are responsible for:

- Biannually checking the policy's compliance with statutory and good practice requirements.
- Monitoring the effectiveness of this policy.
- Reviewing the policy every two years and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents as appropriate.
- Providing parents with information about home learning.
- Informing new parents about this policy and making it available on our website

Teachers are responsible for:

- Planning and setting up a regular programme of home learning for pupils.
- Providing an explanation of home learning tasks and ensuring that all pupils understand what each task requires.
- Ensuring all home learning is purposeful and links directly to the curriculum.
- Setting home learning that is appropriate for pupils' abilities.
- Monitoring home learning regularly and making sure pupils are completing it.
- Acknowledging home learning and giving timely feedback to pupils.
- Communicating with parents if there is a problem regarding home learning.
- Being available to parents and pupils to discuss home learning.
- Setting home learning that is consistent across classes in each year group.
- Ensuring home learning takes equal opportunities into account and that the needs of pupils with special educational needs and disabilities (SEND) are considered.
- Rewarding quality work and praising pupils who regularly complete home learning by giving Dojo points, comments on Class Dojo and sharing home learning in the classroom.

Parents/ carers are responsible for:

- Supporting and encouraging their child with regard to completing home learning.
- Becoming involved in their child's home learning and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes home learning to a high standard and on time.
- Providing suitable conditions and resources for their child to complete home learning. Where this is not possible due to (*financial or other*) constraints, the school will offer reasonable support to assist families in meeting this expectation.
- Praising their child and celebrating achievements with regard to their home learning.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete home learning effectively.
- Encouraging their child to discuss home learning and feedback from teachers.

Pupils are responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards home learning.
- Putting the same effort into home learning as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete home learning and returning to school all books/stationery needed to complete their home learning.
- Taking pride in the presentation and content of their home learning and performing to the best of their abilities.

3. Our approach to home learning

Our school understands that setting, marking and providing feedback on home learning is a large contributor to the workload of teachers; therefore, teachers ensure that home learning only takes place to positively impact pupils' progress.

Teachers ask themselves 'Why am I setting this home learning?' and 'How will this home learning be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers use their professional judgement and decide whether the home learning is necessary.

Home learning is sent home weekly. Parents know which day of the week to expect home learning and when to hand it in.

Teachers explain our school's approach to home learning to parents at the home visit and at the meet the teacher meeting at the start of the new school year.

Pupils return their home learning weekly.

Pupil's home learning supports their handwriting skills. Each week children are sent home with a sheet to complete with the support of their parents as we know regular practice with handwriting can impact positively.

Pupils' weekly home learning activities are designed to take up to 1 hour over the week, depending on the age of the pupil.

Home learning is checked by staff every week and a record is kept of who has handed in home learning each week. Teachers may send a message to parents, speak to parents and speak to children if they feel they need further guidance with home learning.

Parents are encouraged to discuss any errors with their child. If they have any queries, they should send a message via Class Dojo to the class teacher or have a chat with them when dropping off or collecting. Feedback from parents about their child's home learning is also welcomed by the school.

Teachers may occasionally set extra home learning for the whole class if they deem it beneficial.

Children who complete home learning every week in a half term are rewarded with a certificate in assembly.

The table below shows expected home learning. Tasks may be set in addition to the below activities.

Year Group	Home learning	Maximum time	Total/week
R	<ul style="list-style-type: none">Reading "Phonic Bug books" sent home weekly. We would suggest reading these more than once.Reading "Home Reader books" at least once per week. These can be changed daily if required.Any other reading with library books, home books, and ActiveLearn website.One handwriting task per week.	10 minutes reading three times a week. 10 minutes	40 minutes
1	<ul style="list-style-type: none">Reading "Phonic Bug books" sent home weekly. We would suggest reading these more than once.Reading "Home Reader books" at least once per week. These can be changed daily if required.Any other reading with library books, home books, and ActiveLearn website.One handwriting task per week.	10 minutes reading three times a week. 15 minutes	45 minutes
2	<ul style="list-style-type: none">Reading "Phonic Bug books or other school book" sent home weekly. We would suggest reading these more than once.Reading "Home Reader books" at least once per week. These can be changed daily if required.Any other reading with library books, home books, and ActiveLearn website.One handwriting task per week.	15 minutes reading three times a week. 15 minutes	1 hour

4. Absences

If a pupil is absent from school due to illness or for medical reasons, the school will not supply home learning during this time – pupils should be well enough to undertake any work supplied. There may be exceptions and the classroom teacher, in consultation with the deputy headteacher, will decide whether home learning should be set on a case-by-case basis.

If a pupil is absent for a long period of time, e.g. with a broken leg, the class teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

5. Pupils who fail to complete home learning

All pupils are expected to complete home learning.

Teachers monitor home learning to see who is engaging with it.

If a pupil consistently fails to complete their home learning, their class teacher will have a conversation with the pupil's parents to find out why and offer support as necessary.

6. Marking home learning

Home learning does not need marking. However if class teachers notice children making errors consistently they will give verbal feedback to the child and their parents in order to help them improve.

Occasionally, home learning may be marked orally with the pupil or class.

7. Pupils with SEND

A balanced approach to home learning will be adopted for pupils with Special Educational Needs and Disabilities (SEND), in consultation with the pupil's parents and the SENCO.

Our school recognises that pupils with SEND may require specific tasks to be set, as outlined in their Individual Education Plan (IEP).

While pupils with SEND may benefit from differentiated tasks separate from the home learning received by other pupils, it is important that they also complete as much class-wide home learning as possible.

8. Equal Opportunities

Our school is committed to providing a wide range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background.

All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

9. Monitoring and review

This policy is reviewed every two years by the Headteacher, Deputy Headteacher and governing body. Any changes to this policy will be communicated to all staff and parents.

The next scheduled review date for this policy is **February 2028**.