



Home Learning Policy

School name: Horrington Primary School

Policy lead(s): Charlotte Kaveh and Stephanie Jackson

Review date: September 2027

Policy Rationale and Intent

At Horrington Primary School, we believe that home learning should be meaningful, manageable, and purposeful. Our approach is informed by educational evidence and reflects the school's commitment to ensuring that home learning supports pupils' learning, is manageable for families, and is proportionate in terms of teacher workload.

Evidence suggests that the impact of homework in primary schools varies according to its quality, purpose, and how closely it is linked to classroom learning. We therefore prioritise home learning that is purposeful, manageable, and focused on practising or consolidating important knowledge and skills.

Our home learning is therefore divided into two complementary elements: Core Fluency Routines, which support regular practice and recall of essential knowledge and skills, and Termly Learning Menus, which enrich the wider curriculum and encourage curiosity and creativity.

Our policy aims to:

- Consolidate learning that has already been explicitly taught in the classroom.
- Develop fluent recall of key reading, phonics/spelling, and mathematical knowledge and skills.
- Encourage positive attitudes towards learning beyond the classroom.
- Ensure that arrangements for setting, acknowledging, and responding to home learning are purposeful and manageable for staff.
- Foster an inclusive approach that offers choice, flexibility, and appropriate support for families.

The Core Fluency Routines

Regular practice at home helps pupils to develop fluency and secure important knowledge and skills in long-term memory. Pupils are therefore encouraged to engage regularly with the following core routines.

EYFS and Key Stage 1

- *Reading:* Daily reading (minimum 10 minutes) with an adult and recorded in the child's reading record.
- *Phonics/Spelling:* Regular practice linked to the sounds, words, spelling patterns, or common exception words currently being taught in school, as appropriate to the pupil's age and stage.

Key Stage 2

- *Reading:* Daily independent or shared reading (minimum 15 minutes).
- *Times Tables:* 'Times Tables Rock Stars' to build rapid recall up to 12x12.
- *Spelling:* Weekly spelling rules, root words, or statutory word lists practised via our digital spelling pathway or homework books.

The Termly Home Learning Menu

At the beginning of each term, year group teams will publish a Home Learning Menu linked to the wider curriculum. This will be shared alongside the year group's termly curriculum overview.

Structure

The menu will usually contain 6–9 varied activities, which may include practical, creative, research, writing, or digital tasks.

Expectation

Pupils are expected to choose and complete at least two activities over the course of each term. This expectation is intended to encourage engagement rather than operate as a sanction-based requirement.

Sharing

Completed home learning tasks can be brought into school or be uploaded digitally via ClassDojo (as a photo, video, or document).

Celebration and Reward System (ClassDojo)

Earning Dojo Points: Pupils will earn **5 points** for every menu task successfully completed and uploaded to their digital profile or brought into class.

Core Fluency Rewards: Regular completion of weekly reading logs, spelling practices, and times table targets will also be rewarded with weekly Dojo points.

The Digital Gallery: Teachers may choose to share particularly successful examples through ClassDojo Class Story to celebrate pupils' learning with the wider school community.

Physical work brought into school will be acknowledged and returned home where appropriate.

Feedback and Acknowledgement

Feedback on home learning should be purposeful and proportionate. Teachers are not required to provide written marking on routine home-learning activities.

Digital Acknowledgment: Uploaded Home Learning Menu activities will be acknowledged through ClassDojo, for example through ClassDojo points or an appropriate positive reaction.

Digital Feedback: Where digital platforms are used for Core Fluency Routines, these may provide pupils with immediate automated feedback, reducing the need for additional written teacher feedback.

Manageable Workload: Teachers are not expected to routinely produce, print, photocopy, collect, or formally mark weekly written homework sheets as part of the school's home-learning provision.

Inclusion, Equity, and Accessibility

We recognise that pupils' circumstances and home environments differ and that families may have different levels of access to time, quiet study spaces, adult support, digital devices, and other resources.

No Penalties: No pupil will be disadvantaged or sanctioned because they are unable to complete home learning. Where barriers to participation exist, families are encouraged to speak to the class teacher so that appropriate support can be considered.

Access and Support: Where families do not have access to appropriate resources, digital devices, or internet access, they are encouraged to speak to the class teacher. Alternative resources, physical materials, or adaptations to activities can be provided where appropriate.

Monitoring and Review

The school will review the effectiveness of its home-learning approach at least annually, taking account of feedback from pupils, parents/carers, and staff. The school will also consider levels of pupil engagement and whether the approach continues to support learning effectively while remaining manageable for families and staff.