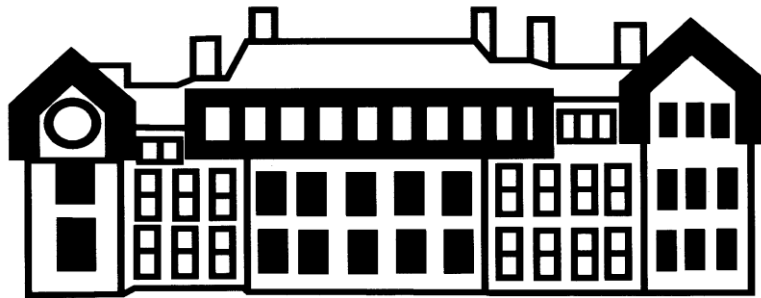


# GORDON



# SCHOOL

## Home Learning Policy

Gordon Primary School is a **welcoming**, **safe** and **inclusive** place **where everyone belongs**. We all show respect for each other. We are:



**safe**



**kind**



**inclusive**

Everyone benefits from a positive school culture, and **everyone has their part to play** - thank you for playing yours.

# Home Learning Policy

## 1 Introduction

Our definition of home learning is any activity children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents and carers to support the children's learning. Home learning should not be confused with remote learning, which is online learning that takes place during the school day where the pupil and the teacher are not physically present in a traditional classroom environment. This is typically when the school is closed due to extreme weather conditions or health concerns.

## 2 Rationale for Home Learning

Home learning is an important part of a child's education, and can add much to a child's development. The educational experience that the school provides is limited by the time and resources available; children can therefore benefit from the complementary learning at home.

Home learning can play a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development, and the benefit of family time and enriching experiences that contribute positively to children's wellbeing and overall development. Whilst home learning is important, it should not prevent children from making maximum use of the opportunities available outside school.

## 3 Aims and Objectives

The aims and objectives of home learning are to:

- enhance the progress children make with their academic development;
- help the children develop the skills of an independent learner;
- promote collaboration between home and school;
- provide educational experiences not possible in school;
- consolidate and reinforce the learning that has taken place in school, and to allow children to practice skills taught in lessons;
- help children develop good work habits for the future.

## 4 Home Learning Expectations

We regard home learning as important in reinforcing the skills that underpin the pupils' ongoing success across all areas of the curriculum. The majority of home learning activities are linked to developing reading and number fluency skills. All classes from Year 1 to Year 6 will provide parents and carers with a summary of their week on Google Classroom. Weekly updates shared via Google Classroom help parents and carers understand what pupils have been learning and what is coming next. This supports meaningful conversations at home and enables families to consolidate learning experiences beyond the classroom if they wish.

The information below is a guide to the home learning we set across the school.

## **Nursery**

We send a book home on a Friday as part of our lending library scheme. We ask that an adult makes a comment in the *Home Reading Diary*. There will be an activity linked to this for the children to do at home; e.g. collecting autumn leaves, learning to put on a coat, etc. A weekly blog in the children's Interactive Learning Diary (ILD) will remind parents about what has been learned each week and give information about what is coming up next week. This is designed to support parents and carers in discussing with their children what they may remember about what they have learned, enjoyed and achieved at school.

## **Reception**

Children have an opportunity to choose a 'Reading for Pleasure' book to take home every day. Parents and carers are encouraged to write a comment in their child's *Home Reading Diary* three times a week. On a Friday, all children have a banded phonics book sent home which they have read three times at school that week. The purpose of sending a book that the children already know is to develop fluency and confidence. Also, on a Friday, we send home phonics homework which links to the sounds taught that week. There are some activities which include segmenting and blending.

## **Years 1 and 2**

The children take books home to read with an adult which may include both Reading for Pleasure and banded phonics books. Occasionally, accompanying phonics activities may be sent to support the pupils understanding of the phonemes they are learning. They are expected to read together with an adult every day for up to 10 minutes. Comments need to be made in the child's *Home Reading Diary* three times a week and pupils will complete a short task to support them in reflecting on what they have read. The children will also be given spellings to learn and opportunities to practise mathematical skills using on *Numbots*. The most effective way to learn spellings is to spend a few minutes each day going through them.

Following a parent workshop, families will be invited to participate in a *Mastering Number at Home* programme. This consists of 5 weeks of home learning tasks including practical games and activities which embed some of the key skills explored during the workshop.

Home learning activities for the children in **Years 1 and 2** (including reading to an adult) should take approximately an hour and a half each week.

## **Transition between Key Stage 1 and Key Stage 2**

In line with assessment procedures, in Year 2 Class Teachers assess their pupils against 'Ready to Progress' outcomes in maths. They consider which key skills and knowledge may need additional support in readiness for transition to Key Stage 2. Occasionally optional targeted activities may be sent home to consolidate these key skills. This means that parents and carers can support their child in meeting the expected standard for the end of Key Stage 1 in readiness for Year 3. Additionally, pupils in Year 2 may also be supported in the Summer term with short reading comprehension tasks that support them in understanding different question types and practicing reading skills.

### **Year 3 and 4**

The children are expected to read at home every day for at least ten minutes. They should have opportunities to read independently as well as to an adult. Comments need to be made in the *Home Reading Diary* three times a week, and signed by a parent or carer once a week. Children are expected to complete a short task to support them in reflecting on what they have read. Spellings and times tables are tested weekly. The results of these will be recorded in the back of Home Reading Diaries. Spellings are uploaded onto Google Classroom. Children can practise times tables on *Times Tables Rockstars*.

Home learning activities for the children in **Years 3 and 4** (including reading independently) should take approximately two hours each week.

### **Years 5 and 6**

The children are expected to read at home every day for a minimum of fifteen minutes. They should read both independently and to an adult and we encourage the children to develop good independent reading habits. Research indicates that shared reading and reading aloud continues to support children's language development, comprehension and engagement even when they are independent and fluent readers, so we encourage parents and carers to continue listening to their children read. Comments need to be made in the *Home Reading Diary* three times a week, and signed by a parent or carer. Children are expected to complete a task to support them in reflecting on what they have read. Spellings and times tables are tested weekly. Children can practice times tables on *Times Tables Rockstars*. At certain times, and predominantly in Year 6, they may also be given revision tasks to complete at home.

Home learning activities for the children in **Years 5 and 6** (including reading independently) should take approximately two and a half hours each week.

### **Whole School Home learning**

We set oracy focused home learning across the school to give pupils regular opportunities to develop their spoken language skills in meaningful, real-life contexts. Talking with siblings, parents or carers and wider family members helps children to practise explaining ideas, listening to others, asking questions and learning how to agree, disagree and challenge respectfully. These skills support pupils' confidence, deepen understanding and help them to become articulate, thoughtful learners who can express their ideas clearly and engage positively with others. We publish a question or topic for discussion in the weekly Friday Newsletter and all classes have a timetabled lesson during the week when pupils can share the discussions they have had at home. Any members of the Gordon community can suggest a question or topic for discussion by positing it in the suggestion box in the office foyer. Sometimes we ask children to talk about a topic at home prior to studying it in school and to research information about it; we encourage them to use local library, the internet and other sources of information. Parents and carers are advised to supervise their child when accessing the internet. In preparation for learning activities at school, occasionally we may ask children to find and collect things that they then use in science, DT or art lessons.

From time to time, we will set every child in the school the same piece of home learning. Examples of this are to design *National Anti-Bullying Week* posters or giving pupils opportunities to enter local and national competitions.

## **5 Balancing Screen Use and Home Learning**

Gordon Primary school recognises the importance of supporting pupils' learning while also promoting their wellbeing. This includes the careful and proportionate use of screen-based technology. We are mindful of how we can best support the community in managing this whilst we are also actively encouraging children to spend less time on digital devices outside of school. Our approach to home learning is designed to be balanced, inclusive and flexible, and has been developed with the intention of working in partnership with parents in making informed choices that are right for their families. We are committed to supporting healthy routines and attitudes towards home learning.

A small number of home learning activities are set using carefully selected educational applications e.g. Times Tables Rock Stars. These tools are used with clear educational intent, have proven impact and have been chosen to support specific learning outcomes.

We recognise that when used purposefully and in short, focused sessions, screen-based learning can have a positive impact. Some digital resources may enhance motivation and accessibility for pupils with additional needs, supporting inclusion and engagement. However, these applications are intended as a starting point only, and all Gordon families have the freedom to support home learning in alternative ways that do not involve the use of screens or smart technology. Your child's Class Teacher can discuss off line learning with you and signpost commercially available and freely accessible resources.

Where more sustained or intensive home learning is required, such as during the Year 6 transition period, this is provided through home learning books and paper-based resources, ensuring that pupils are not required to use screens in order to undertake revision.

Pupils will never be penalised or singled out for non-engagement with screen-based home learning. Engagement with such activities is at parents' discretion, and the school fully supports families in managing screen use in ways that promote pupils' learning, wellbeing and healthy routines at home.

This policy has been informed through consultation with the school's Smartphone-Free Parents' Group and reflects our commitment to working in partnership with our community.

## **6 Inclusion and Home learning**

We set home learning for all children as a normal part of school life. We ensure that tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can experience success. When setting home learning for pupils who have a special educational need, we refer to their specific objectives and targets. We appreciate that some pupils find accessing home learning activities a challenge, especially if the child has a special educational need such as dyslexia. Your child's Class Teacher will work with you to share strategies that support them learning at both home and school.

A home learning task may sometimes require internet access. Children who cannot complete computer-based tasks at home will be given an opportunity to do so in school. Our E-Safety Policy states that teachers will provide a list of relevant child-friendly websites if they require the children to carry out internet research.

## 7 Marking and Feedback

For home learning to be meaningful to the child and for it to enable parents and carers to support their child's education, feedback is important. The majority of home learning tasks do not require marking in the traditional sense, due to the nature of the tasks and how we set them. On the occasions when children are required to return pieces of work, the principles set out in the Marking and Feedback Policy will be applied. Spelling and Times Tables results will be recorded in the back of Reading Diaries. Reading Diary tasks will be acknowledge marked.

## 8 The Role of Parents and Carers

Parents and carers have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents and carers to encourage their child to complete the tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. This may be by providing a calm or quiet working space at home and by taking interest in and discussing the work that their child is doing.

If parents and carers have any questions or comments about home learning, they should contact the child's class teacher.

Opinions on home learning often vary. Some parents and carers feel their children receive too much whilst others would like their children to receive more. We have set out what we feel are appropriate age-related activities and amounts and recognise that the setting of excessive amounts of home learning can be detrimental to a child's self-esteem as well as their social and academic development.

We have provided a list of recommendations for parents and carers who may wish to support their child's educational development in more holistic ways by focusing on activities that develop life skills or building experiences within their community and local area. Some of the activities below have a cost attached, but many others are free. Please check opening times and suitability for particular age groups:

| Local to Gordon Primary School                                                                                                                                                  |                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Eltham Palace</li> <li>• Oxleas Woods</li> <li>• Library &amp; Swimming Pool at the Eltham Centre</li> <li>• The Pleasaunce</li> </ul> | <ul style="list-style-type: none"> <li>• Winter Gardens (Avery Hill Park)</li> <li>• Five Arches – Footscray Meadows</li> <li>• King John's Walk – views over London</li> <li>• Bob Hope Theatre</li> </ul> |

| In Greenwich                                                                                                                                     |                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Cutty Sark</li> <li>• Maritime Museum</li> <li>• Greenwich Park</li> <li>• Royal Observatory</li> </ul> | <ul style="list-style-type: none"> <li>• Woolwich Ferry</li> <li>• Emirates Airline</li> <li>• Thames Path</li> <li>• Nature reserve</li> </ul> |

|                                                                                                                        |                                                                            |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Foot Tunnel</li> <li>• River Quaggy</li> <li>• Royal Naval College</li> </ul> | <ul style="list-style-type: none"> <li>• Browsing in book shops</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|

| In London                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Science Museum</li> <li>• Natural History Museum</li> <li>• Imperial War Museum</li> <li>• British Museum</li> <li>• London Transport Museum</li> <li>• London Museum Docklands</li> <li>• Museum of Childhood</li> <li>• Victoria &amp; Albert Museum</li> <li>• Portrait Gallery</li> <li>• National Gallery</li> <li>• Tate Modern</li> <li>• Tate Britain</li> <li>• Somerset House</li> <li>• London Parks</li> <li>• London Zoo</li> </ul> | <ul style="list-style-type: none"> <li>• Woolwich Works</li> <li>• London Aquarium</li> <li>• City Farms</li> <li>• Number 11 bus (Rather than pay for an expensive tour bus, board the Number 11 at Liverpool Street bus station take in most of central London's most iconic sights.)</li> <li>• London Eye</li> <li>• Crystal Palace Park (dinosaurs)</li> <li>• Kids Week (This annual promotion enables children aged 16 and under to go to the theatre for free when accompanied by a full-paying adult.)</li> </ul> |

| A little further afield                                                                                      |                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Eagle Heights (Kent)</li> <li>• Lullingstone Roman Villa</li> </ul> | <ul style="list-style-type: none"> <li>• Crofton Roman Villa (Orpington)</li> <li>• Rochester / Dover / Walmer / Leeds castles</li> </ul> |

There is a huge amount of learning that can take place just by talking to children about the things we do every day: cooking, gardening, shopping, watching TV documentaries, etc.

## 9 Expectations for Engagement with Home Learning

There is an expectation that home learning activities will be completed. We appreciate that the completion of home learning tasks for primary aged pupils is dependent on home circumstances beyond the control of the children, so for this reason no sanctions are applied for non-completion.

## 10 Monitoring and Review

It is the responsibility of the Headteacher to provide guidance for the staff in relation to the setting of appropriate age-related home learning activities.

It is the responsibility of our Governing Body to agree and then monitor the school's Home Learning Policy. This is carried out by the committee of the Governing Body that deals with curriculum issues. This policy will be reviewed in three years, or earlier if necessary.

**Ratification date: January 2026**

**Review date: January 2029**

**Agreed: Jason Taylor (Headteacher)**

**Agreed: Lynsey Christini-Clay (Chair of Governors)**