

	Policy to set out the intent, responsibilities of stakeholders and implementation of home learning at Charnwood Primary Academy.				
APPROVED BY	Staff	Issue Date	September 2026	Review Date	October 2027
AUDIENCE	Trustees	Local Academy Council		Staff	Pupils
				✓	✓
				✓	General Public



Charnwood Primary Academy

Home Learning Policy

Rationale

At Charnwood Primary Academy, we believe that learning should extend beyond the classroom and that strong partnerships between home and school have a positive impact on children's achievement, confidence and wellbeing.

Home learning provides opportunities for children and families to engage with learning together, practise key skills and develop positive habits that support long-term success. However, we recognise that every family has different commitments, circumstances and access to resources. For this reason, our home learning offer is designed to be supportive, flexible and inclusive.

Research from the Education Endowment Foundation (EEF) suggests that home learning can have a positive impact on pupil outcomes when it is purposeful, linked to classroom learning and supported by effective feedback. The evidence also highlights that the quality of activities is more important than the quantity and that schools should carefully consider equity and accessibility when planning home learning.

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Our Aims

Through home learning, we aim to:

- Strengthen the partnership between home and school.
- Develop children's independence, responsibility and self-regulation.
- Reinforce and practise key knowledge, skills and vocabulary taught in school.
- Promote a love of reading and lifelong learning.
- Encourage children to make connections between their learning, interests and experiences beyond the classroom.
- Ensure home learning is accessible, inclusive and supportive of all families.
- Prepare pupils for the next stage of their education, including transition to secondary school.

Home Learning Expectations

Our approach focuses on regular practice of the key skills that have the greatest impact on future learning.

Reading

All children are expected to read at home **at least three times** each week.

This may include:

- ❖ Reading to an adult.
- ❖ Reading independently.
- ❖ Sharing a story together.
- ❖ Discussing books and texts.

We encourage families to make reading an enjoyable and regular part of home life. Home reading should be recorded in the pupils reading diary.

Multiplication Practice

Children in Years 1 to 6 are expected to practise their multiplication facts regularly through:

- ❖ TTRockStars.
- ❖ Retrieval practice activities.
- ❖ Multiplication tasks provided in home maths books or worksheets.

The purpose of this practice is to build fluency and automatic recall, supporting confidence and success in mathematics lessons.

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Additional Home Learning

Teachers may provide optional home learning activities linked directly to curriculum learning.

These activities may:

- ❖ Consolidate recent learning.
- ❖ Encourage further investigation or enquiry.
- ❖ Promote creativity and discussion at home.
- ❖ Support retrieval of previously taught knowledge.
- ❖ Develop metacognitive and self-regulation skills.

Home learning may be provided digitally or in paper form depending on the nature of the activity and the age of the pupils.

Targeted and Additional Support

Year 1 Phonics Support

Some pupils in Year 1 may receive additional phonics practice activities where teachers identify gaps in knowledge or understanding.

These activities are intended to support children in keeping up with age-related expectations and preparing successfully for the Phonics Screening Check.

Year 6 Preparation

As pupils move towards the end of Key Stage 2, teachers may provide additional home learning opportunities designed to:

- ❖ Support SATs preparation.
- ❖ Develop independent study habits.
- ❖ Build resilience and organisational skills.
- ❖ Prepare pupils for the expectations of secondary school.
- ❖ We encourage Year 6 pupils to engage positively with these opportunities as part of their transition to Year 7.

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Roles and Responsibilities

Teachers Will

- ❖ Set home learning that is purposeful and linked to learning in school.
- ❖ Ensure activities are age-appropriate and accessible.
- ❖ Communicate expectations clearly to pupils and families.
- ❖ Offer support and guidance where needed.
- ❖ Provide additional resources where activities require specific materials.
- ❖ Review the effectiveness of home learning and adapt approaches where appropriate.

Parents and Carers Will

- ❖ Encourage and support reading at home.
- ❖ Promote positive attitudes towards learning.
- ❖ Provide opportunities for children to engage with home learning where possible.
- ❖ Contact school if support is required.

Pupils Will

- ❖ Read regularly at home.
- ❖ Practise key skills such as multiplication facts.
- ❖ Engage with home learning to the best of their ability.
- ❖ Demonstrate the Charnwood values of Dedication, Independence, Respect and Integrity when completing home learning.

Access and Inclusion

We are committed to ensuring that home learning does not create barriers for pupils or families.

Where activities require additional resources, technology or specific materials, these will be provided or made available through Class Dojo or direct communication with families.

Teachers will take account of individual pupil needs and family circumstances when planning home learning.

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Recognition, Rewards and Support

At Charnwood Primary Academy, we believe that home learning should encourage a positive attitude towards learning rather than become a cause of anxiety or conflict.

For this reason:

- Pupils will not receive sanctions for incomplete home learning.
- Home learning completion will not be used as a behaviour consequence.
- Teachers may acknowledge effort, commitment and engagement through verbal praise and positive recognition.
- Supportive conversations may take place where a child would benefit from additional encouragement or where a lack of engagement is affecting progress.

Our priority is to work alongside families to remove barriers and support children to achieve their best.