The Calder Learning Trust

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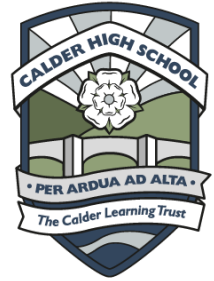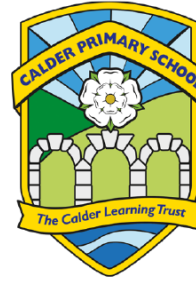
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Head of The Calder Learning Trust - Mr A Guise
Head of Calder Primary School - Mrs K Lambert
Head of Calder High School - Mr A Taylor

Home Learning Expectations – 2025/26

Dear Parents and Carers,

We are writing to outline home learning across each phase of The Calder Learning Trust this academic year.

In the summer term we reviewed home learning across the trust, following feedback from parents and by talking with our young people and staff. We have streamlined how home learning will be set – for example recognising the change from Year 6 to Year 7-and how it is recorded. Our aim is to ensure that home learning is purposeful, manageable and supports our young people both in in their progress in learning and in preparing them for their next stages in education or employment. You can read our Home Learning Policy [here.](here)

<u>Phase 1</u>

Reception

In Reception, we aim to foster a love of reading, learning and curiosity from the beginning of our pupils' school learning journeys. Children will bring home a library book to share with a parent/carer each week along with short, fun tasks in phonics, maths or other areas of Early Years learning. When they are ready, we will also begin to send reading books home linked to their phonics learning. We ask families to **read with children at least 4 times a week but ideally for 10 minutes every day** and to share learning and news on our online Early Years platform, Tapestry.

Please can reading packets, containing reading books and any other home learning work, be in school bags every day.

Years 1 to 4

Home learning will continue to focus on the essential foundations of **reading, spelling and times tables**. Children will bring home a reading book and a library book each week and we ask families to **listen to children read at least 4 times a week, but ideally for 10 minutes every day.** Once children are ready, we will also share login details for Times Tables Rockstars and Spelling Shed for them to practise these at home regularly in a fun, interactive way.

Please can reading packets, containing reading books and any other home learning work, be in school bags every day.

Everybody, Everyday

Phase 2

Years 5 and 6

Home learning will be focused on the **core subjects of English, Maths, and Science**.

Children will bring home a reading book and a library book each week and we ask families to **listen to children read at least 4 times a week, but ideally for 10 minutes every day.**

Children will also continue to practise their Times Tables Rockstars and Spelling Shed regularly.

In addition, they will have a weekly independent piece of home learning to complete at home. This helps to build their independent learning skills ahead of secondary school and helps consolidate learning and support recall skills to support their end of Year 6 SATS assessments.

Please can reading packets, containing reading books and any other home learning work, be in school bags every day.

Years 7 and 8

Home learning will be focused on the **core subjects of English, Maths, and Science**, with a total expected duration of around **two hours per week**.

- **English – 45 minutes per week**
  Students will use ' Track my read' on *Read for Good* (www.readforgood.org) to keep a record of their weekly reading. We ask students to read for at least 45 minutes a week and staff in English and the LRC will support students in finding texts that they enjoy to read.

  Their English teacher will set up their login for Read for Good with them and explain how to use this. Staff will monitor their progress on the online platform.

- **Maths – 45 minutes per week**
  Students will complete work set on *Sparx Maths* (www.sparxmaths.com). This will consolidate recent topics, support with continued practise of times tables and build long-term confidence. Sparx provides videos and instant feedback to support progress and students are expected to complete set work to 100%.

  Their maths teacher will set up their login for this, with home learning tasks set every Tuesday to be completed within one week (7am the next Tuesday morning). Maths teachers are able to monitor student progress on the website and set follow up tasks after assessing students' understanding. This will be the same every week.

- **Science – 30 minutes per week**
  Students will complete tasks on Kayscience (www.kayscience.com), an online platform where students are expected to watch short tutorial videos and answer recall questions. The system tracks completion and accuracy to support accurate assessment for learning.

  Their Science teacher will set up their login for this and give them a set day for home learning to be completed. Science class teachers will monitor progress on the website. This will be the same every week.

Phase 3

Years 9–11

All subjects will be set home learning as and when it is required, in line with the curriculum being taught and assessment schedules, working towards exam coursework and assessments.

This flexible approach ensures that home learning is always relevant and meaningful.

Teachers will explain to students how they can access their home learning tasks and deadlines using their **Microsoft Teams** account. Students will be supported in developing their independent skills in managing their tasks, revision and deadlines, working towards their next stages in education, training or employment after Calder High.

Home learning Club and Support

Pupils in Calder Primary who need help or to use computers are welcome to speak to their class teachers to arrange this.

Students in Years 7-11 can use the LRC as a quiet space or use the computers there during lunch break and after school until 4.00pm.
There are also home learning support clubs which are supporting by staff, if students need additional support with their work.

Recording Home learning

We know that last year students and parents, in Calder High particularly, found the system of setting home learning on Arbor and in planners difficult to manage.

In Phases 1 and 2 there is no need for staff, pupils or students to record home learning as it is consistent each week. In Phase 3, student work will be set on Microsoft Teams using the 'Assignments' function and students will be supported with accessing and using this.
All login details that our young people will need, will be shared with pupils and students in these first few weeks of September. The home learning platforms that we use and help guides for these can be found on our website [here.](#)

If you need any help with logins or passwords, please ask your young person to speak to their teacher in the first instance, or email us at icthelpdesk@calderlearningtrust.com if you need technical support.

Monitoring and Recognition

We are keen to recognise our pupils' and students' efforts in a positive way. We want them to understand the importance of independent study for their exams and for their future paths, and we hope that by streamlining what and how home learning is set this will make it easier to manage and complete.

Online home learning is monitored by class teachers and support offered where there may be a difficulty or resources needed. Merits will be awarded for continued effort and successes and logged on Arbor. These merits are celebrated by Form Tutors and Heads of Year and Phase and contribute to their House Team successes and end of term celebrations.

Where work is not completed, staff will speak to students, and this will be logged on Arbor. Parents will be contacted by phone or email, and home learning will be discussed at Parents' Evenings where needed.

Use of Artificial Intelligence

We would like to remind students and families that home learning and assessments must always reflect a student's own work and understanding.

Furthermore, using AI on online home learning platforms can mean that the website tools inaccurately pitch the home learning at too difficult a level for the young people. If they are finding it difficult, it is much better to come and speak to their teacher who can support or adjust the level.

In line with JCQ (Joint Council for Qualifications) guidelines, the use of Artificial Intelligence (AI) tools to generate or complete work is not permitted, unless it is explicitly directed by a teacher for a specific learning activity. Using AI inappropriately may be considered malpractice and could have serious consequences in future qualifications. We encourage students to use home learning as an opportunity to practise, consolidate, and develop their own skills.

Parent/Carer Support

Your encouragement and involvement make a big difference to the success of home learning. We ask parents to help by ensuring that pupils and students have a quiet space and regular time set aside to complete their tasks, checking in on their progress, and celebrating their effort and achievements. Talking to your child about what they are reading, practising times tables with them or showing an interest in the work they are completing online can all help to build confidence and motivation.
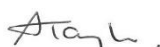
We are grateful for your support in helping to make home learning effective and positive.

If you have any questions, please do not hesitate to contact the school.

Yours faithfully,

Kate Lambert
Head of Calder Primary

Andy Taylor
Head of Calder High