



FAMILY HOME LEARNING POLICY

Mission Statement:

Together, We Learn and Grow in God's Love

Approved by the Academy Council September 2025
To be reviewed September 2026

Rationale

We believe family home learning: consolidates and reinforces skills and understanding in English, Maths and other curriculum areas, helps raise the level of achievement of children, provides opportunities for the family and child to work together and, thereby, fostering an effective partnership between home and school.

Research demonstrates learning should be relevant to children's lives and experiences, providing opportunities to apply their growing knowledge and skills in a broad range of contexts as part of a life-long learning ethos. Children learn best when they understand the purpose and gains to be made from a learning activity or experience.

We value the support of families and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in our Mission Statement.

We recognise that all children need leisure time and hope that our policy reflects **a balance** so children can extend and consolidate their learning with family support while still allowing 'down time.'

Definition of Family Home Learning

Family Home Learning refers to any work or activities, including play and talk, which the children are asked to do outside of lesson time, to consolidate, extend or enrich learning or to encourage greater independence in learning. All children will be encouraged to complete home learning and arrangements can be made to support those families that may require some additional support to complete home learning activities.

Sharing Learning and Achievements

Families are invited to share information about their child's learning and achievements with the class teacher in a number of ways:

- feedback in the Reading task book
- email pictures/photographs/videos to office@sacredheartleeds.org.uk
- verbally or written form (including certificates, etc).

Progression

A breakdown of how family home learning is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for High School. Most of the family home learning is provided for completion over the course of a week or half term so it can be made to fit around family lifestyles and commitments.

Basic skills practice/consolidation, e.g. phonics, reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions. ***We ask that parents/carers support their child in practising the basic skills; these are the foundation stones of knowledge on which your child builds the rest of their learning.***

	Basic Skills (weekly) <i>Based on children's individual needs</i>
Early Years Reception	- Shared speaking and listening activities - Phonics practice (Little Wandle) - Shared picture books/shared reading with an adult – discussions linked to focus questions to develop understanding of pictures/texts
Key Stage One (Years 1 and 2)	- Shared discussion activities - Phonics or Spellings (Little Wandle) - Reading Scheme book, Reading for Pleasure book, Reading Journal - Number bonds (Numbots)
Key Stage Two Lower (Years 3 and 4)	- Reading Scheme book, Reading for Pleasure book, Reading Journal - Spellings/Spelling Rules (Spelling Shed and weekly spellings) - Grammar skills - Times Tables, arithmetic fluency (TT Rock Stars)
Key Stage Two Upper (Years 5 and 6)	- Reading Scheme book, Reading for Pleasure book, Reading Journal - Spellings/Spelling Rules (Spelling Shed and weekly spellings) - Arithmetic fluency and problem-solving (TT Rock Stars) - SATs questions (Yr6 only)

The school uses carefully selected third-party platforms (e.g. Spelling Shed, TT Rock Stars, Little Wandle) to support home learning. All children from Year 1 to 6 have a log on for the online learning portals appropriate to their year groups e.g Spelling Shed, Numbots and TT Rock Stars. All platforms comply with UK GDPR and safeguarding requirements.

Username and passwords will be issued securely by school staff; families should contact the office or class teacher if login details are lost.

Parents/carers are encouraged to monitor their child's use of these platforms and to ensure access takes place in safe, shared spaces at home.

The school does not permit children to share passwords with anyone outside their family.

Non-Completion and Support

We recognise that family circumstances vary and that pupils may sometimes be unable to complete home learning.

- **Supportive approach:** Staff will first discuss any issues with the child and parent/carer to identify barriers.
- **Catch-up opportunities:** Where needed, pupils may be supported in class or provided with alternative tasks.
- **No punitive consequences:** Children will not be sanctioned for incomplete home learning. Instead, we encourage families to let us know if support is needed, so we can work together to find a solution that works for the child.

Role of Parents and Carers

Parents and carers play an essential role in making home learning successful. We ask families to:

- Provide a quiet time and place for tasks wherever possible.
- Encourage independence: support and prompt your child, but avoid completing tasks on their behalf.
- Listen to your child read regularly and discuss the text to develop comprehension.
- Use short, regular bursts to practise spellings and multiplication tables.
- Celebrate effort as well as achievement, helping children to develop resilience and confidence.
- Communicate with teachers if tasks are too difficult, take too long, or cause stress at home.

Links to Related Policies

This policy should be read alongside the following:

- Teaching and Learning Policy
- Quality First Feedback Policy
- Safeguarding and Child Protection Policy
- Online Safety / Acceptable Use Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Complaints Policy