

Broadbent Fold Primary School and Nursery



Home Learning Policy
September 2025

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

At Broadbent Fold we enable each child to unlock their talents and celebrate their individual successes. We are preparing our children for the opportunities and challenges they will encounter in our community and the wider world.

We aim to achieve this by:

- Fostering **positive relationships** striving for empathetic, tolerant and respectful children.
- Equipping our children with essential, practical skills to enable them to flourish, develop and **succeed in the future**.
- Teaching through our creative curriculum encouraging children to take ownership of their learning in order to develop enquiry, interest and **confidence**.
- Encouraging our children to develop **independence**, so they become global thinkers and aspire for excellence.
- Nurturing their physical and emotional wellbeing to develop well-rounded, **happy**, resilient children.
- Working **collaboratively** with our families to ensure all children reach their full potential.

Aims

At Broadbent Fold Primary and Nursery, we believe that home learning is an important way of:

- Developing an effective partnership between the school and families in pursuing the aims of the school.
- Consolidating and reinforcing skills and understanding, across curriculum subjects. Extending school learning, for example through additional reading.
- Encouraging pupils as they get older to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary school.

What is home learning?

Home learning is seen as an essential part of a good education that supports children's development as independent learners. We believe that home learning is one of the main ways in which children can acquire the skill of independent learning.

Home learning should be seen as an extension of a child's schoolwork which gives children time to explore subjects they love further and plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development.

At Broadbent Fold, we believe the involvement of families in joint activities is valuable in promoting children's engagement and a love of learning.

Regular reading is vital, home learning largely consists of reading, with parents/carers sharing stories with their child. Reading practice and listening to others read continues to be essential throughout school. We want children to go home with a love of reading which extends to their home environment.

Other English related home learning can include phonics, SPAG (spellings, punctuation and grammar) activities or independent writing. In mathematics, children may be set appropriate number games and practical tasks, involving parents/carers, according to individual need. Work will be linked to our White Rose Curriculum. Our Subject Leaders send home special themes to engage families in learning during school holidays e.g., Maths in the home or PE challenges. See our Calculation Policy to support working at home.

Each class has a regular pattern for home learning. We recognise that a familiar routine can be helpful for children and parents/carers.

What the school will offer:

At the start of each school year, it is a chance to meet the classroom teacher/s and see the plan for the year ahead. Twice a year families receive an invitation to meet with their child's class teacher to discuss progress and areas of study to be undertaken in relation to the National Curriculum. We also offer CCP events and book look opportunities. These discussions include information about the types of home learning which school may set as well as indicating activities families might wish to develop with their child/children.

Seesaw – each child from nursery to year 4 in school will have an account. This platform allows teachers to upload documents, flip charts and videos to support the planned learning. Children share their work here and it encourages: reflection, feedback, engagement and further develops their knowledge and skills. It also allows them time to feel proud of their achievements.

Our Learning Challenges - Each half term our children receive a creative home learning grid linked to their class topic or text. This gives children the opportunity to develop or consolidate skills at home from across the curriculum and allows families to find out more about topics in school and encourages family time together. The grid is uploaded to our School Blog and Seesaw.

Here is an example of our challenges:

Year Home Learning Challenge Grid Broadbent Fold Primary School and Nursery					
 Autumn 2					
Write a 'what's behind the door?' story	Write a balanced argument 'Should children get paid to go to school?'	Keep a diary for 1 week	Write about Tally from Nell's point of view	Watch the film 'Wonder'	Create a poem 'Behind the magic door I heard/smelt'
Can you create your own flag?	Make a PowerPoint about a King or Queen	Make a British Kings and Queen timeline	Make a portrait of a King or Queen	Write a diary entry from one of Henry VIII's wives	Read an information booklet about a monarch.
Who was Isaac Newton?	Make a shadow puppet show	Make a periscope	Research how rainbows are formed	Plan and carry out your own scientific experiment	Research how the eye sees
Over this half term these are activities that you can complete if you are self-isolating, home learning or just want to do something extra. Please send in photographs of what you get up to.			Investigate Keith Haring- create street art in his style.	Visit an art gallery- this could be a virtual tour	Practise your sprinting skills- count how many laps you can do in 2 minutes

When teachers set home learning, they will ensure that:

- It is clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those children with special educational needs.
- Examples are shared on our school website and blog.
- Time scales for completion and submission are explicit.
- Where classes use books -work is marked before the books are returned to the children.
- Problems or difficulties encountered by children are dealt with swiftly.
- The impact of home learning upon the standards of children's attainment is monitored and included in the report to families.
- Opportunities for the regular, formal evaluation of home learning are provided for teachers, families, and children as part of the on-going consultation arrangements.
- Regular completion of home learning of a high standard is recognised and celebrated.

EYFS

Home learning is celebrated in class each week during carpet time, stickers are given. Photos from Seesaw are shared and Headteacher certificates given.

KS1

Certificates are issued in the last week of half term for 4 tasks = bronze, 6 tasks = silver and 8 tasks = gold. We post photos on Seesaw to celebrate learning.

KS2

For Maths home learning on Mathletics, children are awarded certificates weekly for their continuous work at home (Bronze, Silver, Gold, Platinum, Emerald, Diamond, Epic and Legend). The top three highest scorers receive a Super Student Special Achievement Award every half term.

Star points are awarded for all evidence of home learning e.g. in reading diaries, on Seesaw, Mathletics and creative tasks. Work is also celebrated during assemblies and certificates are given for outstanding home learning.

Types of Home Learning

Nursery and Reception:

Daily reading.

Weekly activity in the pupil's home learning book/Seesaw.

EYFS can also access our creative learning in line with the rest of the school.

Key Stage 1 (Years 1 and 2) home learning may include:

All of KS1 pupils have the half termly creative home learning grid on Seesaw / class blogs and are stuck in pupil's home learning books.

Creative home learning grids have 8 tasks in year 1 and progress to 12 tasks in year 2. It is uploaded by parents onto Seesaw or completed in their home learning books. The creative books/work are collected by the last week of each half term. All the uploaded evidence is commented on and we use the creative home learning that is handed in to display in the KS1 corridor.

KS1 all have a phonics book (reading fluency), a colour book banded book (for comprehension) and a library book for shared reading each week. These get changed weekly. Children are bench marked half termly. KS1 use Mathletics as an optional extra.

Year 1 - All children get differentiated Phonics work stuck in their home learning book each week.

Year 2 - Children have an activity each week to complete in their homework books to consolidate class learning, for example reading comprehension sheet, maths or SPAG. Home learning grid is for each half term.

All communication about home learning in KS1 is on our introduction page on our class blogs which are updated half termly. Messages are pinned on Seesaw to remind parents when work is due in.

Key Stage 2 (years 3 to 6) home learning may include:

Creative home learning grids have a range of tasks across the primary curriculum. It is uploaded by parents onto Seesaw or pupils may complete in a home learning book. The creative work is uploaded and checked every week. Teachers can set the date for each type of home learning.

Year 3 – Seesaw activities, mathematics on Mathletics, reading- EPIC and daily reading.

Year 4 - Seesaw activities, mathematics on Mathletics, daily reading and times table activities. Homework books are marked and returned.

Year 5 – Mathematics on Mathletics, reading - EPIC, and daily reading, which can be recorded in their reading diaries. Spellings and other homework tasks will be in the homework learning books.

Year 6 - Have several books and online support to help them get ready for KS2 SATs. These include: Weekly comprehension, Key Stage 2 test practice papers and revision, CGP books, SATs Companion (online), and Mathletics online.

Handwriting Support – See Letterjoin <https://www.letterjoin.co.uk/>
Username- jk5800 Password- home

All communication about home learning in KS2 is on our introduction page on our class blogs which are updated half termly. Messages are pinned on Seesaw/ sent via Arbor to remind parents when work is due in.

How to access Online Home Learning

- All pupils will be supplied with a login and password – see pupil's reading diary or homework book. If parents or pupils are struggling please contact the class teacher.

The Role of Parents

It is important that parents and carers support children in carrying out home learning tasks that have been set. If in doubt, teachers are happy to offer help and explanations. For creative tasks that require some input of design, technology and art, children clearly enjoy the opportunity to spend time with their parents and carers, sharing their ideas and developing their skills.

We encourage families to:

- Read daily with your child and log all reading in your child's reading diary.
- Upload creative home learning onto Seesaw.
- Guide and support your child but allow them to make mistakes and develop their independence.
- Attend parental workshops.

Pupils with Special Educational Needs

Home learning is set for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. Tasks are adapted for a child with special needs so that all children are able to contribute in a positive way. The challenge grids also support and includes all pupils.

Inclusion and Equal opportunities

All children will have equal access to home learning. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede a child from accessing English lessons.

If English is an Additional Language (EAL), support staff will be allocated to the child to provide extra help where needed. Additionally, support from outside agencies may be put in place. Where it is inappropriate for a child to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the child's needs and alternative arrangements involving extra support will be provided where necessary. Cultural and gender differences are positively reflected in lessons and teaching materials used.