



Primary Home Learning Policy

Rationale

A learning-focused, well-managed home learning programme is an important part of effective education. Regular home learning gives children the opportunity to consolidate and reinforce at home the knowledge, skills and understanding covered in class, and also helps to extend their school learning. Home learning encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life. Home learning activities are an important part of the home-school partnership, allowing parents the opportunity to become involved in their children's education.

The Home Learning Policy is designed:

1. To support and extend learning for all children
2. To ensure consistency of approach throughout the school
3. To ensure progression towards independence and individual responsibility.
4. To ensure parents have a clear understanding about expectations for themselves and the children
5. To provide opportunities for parents and children to work in partnership and enjoy learning experiences.

1. MBIS Home Learning Programme

The Home Learning programme at MBIS is planned and is seen as part of the overall strategy for raising standards in children's learning. The work set and the time allocated for completion increases as the children move up the school. Every effort is made to ensure an appropriate balance between the children's home learning and general home life is achieved. All children are expected to take part in a variety of home learning tasks to support and enhance their work in class.

2. Home Learning Schedule

It is expected that the children will spend the following times on home learning:

Year Group	'Home Learning' Weekly Activities
REC 10-20 minutes	Daily sharing books/reading with parent (10 minutes) <i>Extended to 20 minutes if parents find their child is engaged and enthusiastic</i>
Y1 15-25 Minutes	Daily sharing books/reading with parent (15 minutes) <i>Extended to 25 minutes if parents find their child is engaged and enthusiastic</i>
Y2 20-30 Minutes	Daily sharing books/reading with parent (20 minutes) Spelling task (10 minutes) <i>Extended to 30 minutes if parents find their child is engaged and enthusiastic</i>
Y3 40 minutes	Daily reading (minimum 20 minutes) Spelling task (15 minutes) English (15 minutes) * Mental Maths task (15 minutes)
Y4 45 minutes	Daily reading (minimum 25 minutes) Spelling task (20 minutes) Mental maths task (15 minutes) English (20 minutes)
Y5	Daily reading (minimum 30 minutes) Spelling task (20 minutes) Mental maths task (15 minutes) English (30 minutes) * Mathematics (30 minutes) *

Y6	Daily reading (minimum 30 minutes) Spelling task (20 minutes) Mental maths task (20 minutes) English (40 minutes) * Mathematics (40 minutes) *
All Classes	<i>Please use the 'Home Learning' as an opportunity to let children practice certain skills at home that may be personal to them; or as an opportunity to contribute to topic work (making a model, reporting etc.)</i>

*** Set on alternate weeks**

Home Learning Schedule Notes:

Weekly spellings may take the form of word lists to be learned and/or tasks involving key words (e.g., writing sentences to show the meanings).

Weekly mental maths may take the form of number bonds, tables or mental strategies and should be taken from the White Rose Maths Hub.

Home Learning Timetables for each year group will be issued to children and parents at the beginning of the year.

The timetables will be located in the children's Home School Books/Planners and may also be found on the school website.

At least two school weeknights will always be provided to complete homework, allowing for weekday/weekend flexibility.

Note:

In Years 4-6 a Home Learning Menu will be allocated at the start of each term, that links to the topic coverage. *(See appendix)*

No home learning will be set in the last week of each school term.

3. Expectations

Children will:

- tackle home learning tasks promptly and with a positive attitude.

- spend the allocated time on each task.
- take pride in content and presentation, acknowledging the high personal standards expected.
- take responsibility for handing in work on the set day.

Teachers will:

- plan and provide for a range of home learning activities that will engage the children and consolidate/extend their learning in class.
- provide designated school exercise books for literacy and numeracy home learning tasks.
- ensure that children have a clear understanding of the learning target/task - with worked examples as appropriate - and that these instructions are carried in the Home School Book/Planner and/or the task sheet to assist children and parents at home.
- ensure that children have a clear understanding of the high expectations held of them individually, according to their ability.
- evaluate the home learning tasks promptly, either as part of a lesson - through tests/discussion/presentation etc. - or formally marked in line with the learning target (*see **MBIS Feedback and Marking Policy***).
- maintain a regular provision of home learning and advise parents when, for some reason, it is not set (*e.g., when engaged in topic/project-based Home Learning tasks*)
- Class teachers will share Home Learning information via Class Dojo, the timetable, the weekly allocations and any changes to home learning in a timely manner

Parents will:

- provide a place for children to work at home without distractions, equipped with a comfortable chair, clear table space and good light.
- offer encouragement and support to children when they require it.
- support the school in explaining to children that home learning is valued and aids learning.
- encourage children and praise them when home learning is completed.
- be actively involved in the home learning of their children.
- sign and date their child's home learning when they are satisfied that it is of an acceptable standard.

- ensure that children bring their Home School Book/Planner to school each day.

Full guidance to parents on home learning is provided separately in the **MBIS Home Learning Guide for Parents**

The Senior Leadership Team will:

Monitor that appropriate home learning is sent home/evaluated and that Home School Books/Planners are being checked.

4. Child Absence

Home learning will not be set for children who are taken out of school during term time. For children who are unwell and likely to be out of school for some time, home learning may be set by agreement between the parents and the class teacher.

5. Equality and Diversity

Please refer to the MBIS Statement on Equality, and Racial and Cultural Diversity

6. Monitoring and Evaluation

The Senior Leadership Team will regularly monitor and review the effectiveness of the policy in collaboration with the teachers.

Appendix

Home Learning Menu examples:

YEAR 4 HOMEWORK MENU

Chill choices – Each week chose one activity or question to complete. You should spend 60–90 minutes on this homework. Some project tasks may take longer than the suggested time so continue it the following week. You should try at least one of the "Deepest" homeworks each term. The menu will change every topic.

Rotten Romans



 Deep	Art Build a 3D colosseum out of things that you can find at home! Make a video of you making it and take a photo of the final result!	Computing and History Research an Ancient Roman Emperor and present to the class in a presentation. When did they rule over Rome? What did they achieve?	Choose your own! Do you have something you really want to show us or learn about? Now is your chance! Pick your own homework for this week!
 Deeper	English Make a poster advertising a Gladiator fight at a colosseum! How will you use colour, language, layout and pictures to persuade people to attend?	History Research one or more Ancient Roman gods and goddesses. Do you recognise them? What is the god or goddess responsible for?	Science Research who invented the lightbulb! Present this as a poster, a presentation or a fact file.
 Deepest	Geography Create a map of Ancient Roman civilisation and make sure to label the countries and areas that they conquered and ruled over!	Art Create a piece of art to show how grand the Roman villas were! You could make this as a 3D model, paint or draw!	History Make a timeline of Ancient Rome! You could include: famous rulers and emperors, land that they conquered and new inventions!

Y4 Homework Menu

The Blue Abyss

Chilli choices – Each week choose **one** activity or question to complete. You should spend **60-90 minutes** on this homework. Some project tasks may take longer than the suggested time so continue it the following week. You should try at least one of the "Deepest" homeworks each term. The menu will change every topic.

 Deep	Art Create a picture of the view of the ocean you might see if looking through the window of a submarine.	Science Why is the ocean blue? Go on! Find out! Present it in any way!	Choose Your Own Do you have something you really want to show us or learn about? Now is your chance! Pick your own homework for this week!
 Deeper	Topic Write a 'true or false' quiz with fascinating facts about creatures and plants under the sea.	English Write a poem about the creatures living in the blue abyss. It might be an acrostic, shape, haiku, cinquain or free verse poem.	Topic Research how to scuba dive and write a set of instructions for a new diver.
 Deepest	History Use the web with an adult to find out about famous undersea explorers, such as Robert Ballard, Sylvia Earle, William Beebe and James Cameron. Record your information to share with the class.	Computing How many amazing shark facts can you find? Build them into a PowerPoint presentation to show the rest of the class. Remember to include images and perhaps some video clips too.	Music Learn The Beatles' song, Yellow Submarine, and write a new verse of your own.

Review June 2026

Policy reviewed - June 2025

Policy reviewed – June 2023