



"Inspiring a love of lifelong learning"

Home Learning Policy

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Learning at Charville is underpinned by our Core Values

Respect
Independence
Self-belief
Honesty
Caring
Determination

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1. Scope

Learning at home is an essential part of a strong education. At Charville Academy, it is our intent for all children to practise and retrieve learning to move it into their long-term memory. It is most effective when there is a partnership between parents/carers and school in the learning process. We expect all Home Learning set to extend children's learning and support all abilities, including those with SEND. Home Learning refers to all activities undertaken at home in partnership with an adult or independently; where appropriate.

2. Aim

At Charville, we aim to prepare our pupils for life-long learning by establishing good routines and organisation to complete tasks independently from school. The children learn to complete tasks by a given deadline, therefore improving their time management. We use online platforms and websites to familiarise them with digital learning that they will undertake when they go to Secondary School. The home learning will support the development of cultural capital as children are signposted to resources outside of school that they can use to further their learning e.g., museums, or films.

3. Objectives

- Ensure a consistent approach to Home Learning where possible
- Provide an opportunity for children to consolidate and retrieve key concepts that have been taught in class
- Ensure all Home Learning is relevant to the child's needs and ability. Home Learning will be differentiated where appropriate
- Help children to develop independent learning strategies
- Provide opportunities for children and parents/carers to enjoy learning experiences together
- Encourage pupils to develop the confidence and self-discipline needed to study on their own and prepare them for the expectations of secondary school

4. Access to Online Learning

- All pupils have been provided with a login for Google Classroom
- All pupils in Year 1 to Year 6 have a Spelling Shed, Numbots and Times Table Rockstars login
- All pupils from Reception to Year 6 have a login to Maths Seeds and Mathletics

4.1 Staff will:

- Provide logins and passwords for the pupils to access their home learning.
- Support parent/carers in good Home Learning practice
- Ensure children have a good understanding of the task set and a common understanding of the high expectations held of them individually
- Provide Home Learning to children which supports their ability to access the curriculum.
- Remind pupils of online safety expectations when appropriate
- Hold the children to account for completing the Home Learning

- Staff will provide feedback to children's Home Learning. This can be given verbally, as written feedback from the teacher, self-marked by the pupil or digitally marked

4.2 Parents/Carers will:

- Provide an opportunity for their child to complete their Home Learning
- Provide encouragement and support to their child, when required
- Be actively involved in their child's Home Learning, but without completing the task for them
- Support their child's development of self-study and independence skills
- Ensure their child completes Home Learning tasks on time
- Become familiar with the online platforms needed to complete Home Learning
- Provide appropriate supervision when children are accessing online learning

4.3 Pupils will:

- Become familiar with the online platforms and be able to navigate around them
- Be able to retrieve their learning at school to support them in completing their Home Learning
- Take pride in their presentation and the content of their Home Learning
- Show determination when completing Home Learning, ensuring it is completed to a high standard
- Take responsibility for returning the Home Learning tasks on time
- Show resilience and independence to overcome challenges with their Home Learning
- Ask for support from their parent/carer/teacher if they are unable to overcome a challenge independently, in order to help them complete their task to the best of their ability and get the most out of it
- Report any inappropriate content, online concerns or technical issues to a trusted adult or member of staff as soon as possible, when working online

5. Home Learning Tasks

Home learning will be clearly shared with pupils/parents/carers at the start of a term. Pupils will have the opportunity to complete some home learning online and other areas either in Home Learning books or on paper. Please see Appendix 1 for year group Home Learning expectations.

5.1 Creative Opportunities

Throughout the year, pupils across the school may be provided with additional opportunities to complete Home Learning, relating to the wider curriculum. For example: Science Week, Road Safety, Values work and Anti-Bullying week. Opportunities may also arise for children to complete tasks as part of whole-school internal and external competitions, particularly during longer holidays.

5.2 Feedback

Feedback will be given in the following ways:

- CGP books - Teachers will go through these with the children so that misconceptions and areas for further learning are identified

- Paper tasks - Teachers will tick and may go through these with the children so that misconceptions and areas for further learning are identified
- Online Activities – Digitally marked and teachers will check these and address any whole class misconceptions
- Curriculum Project- Pupils will share their learning with their peers and teachers will offer verbal feedback

5.3 Deadlines

- Curriculum Home Learning will be set at the start of the term, with progress checked on a weekly basis.
- Spellings will be shared at the start of the term, parents/carers may practise these at home with their child. Children will be expected to use these words within their writing in class.
- All other Home Learning, including Reading Records, will be given out on Friday with the expectation that it will be returned the following Friday.
- In Year 6, CGP Home Learning will be given out every Thursday with the expectation that it will be returned the following Thursday.

See Appendix 1 for further information.

6. Home Learning Support

Opportunities will be provided prior to the Home Learning deadline, for children who struggle to complete their Home Learning at home for a specified reason. This will be dealt with on a case-to-case basis. Any children, who do not have access to a device, can request one from school.

7. Accountability

We expect all children to complete the set Home Learning. Monitoring of the completion of Home Learning will be logged by class teachers and will be reported annually. The following steps will be in place if pupils do not complete their Home Learning:

1. Weekly reminders to a child who has not completed their Home Learning
2. On the third week of Home Learning not being completed the child's class teacher will make contact with the parent/carer
3. On the fifth week of Home Learning not being completed the child's Phase Leader will make contact with the parent/carer

8. AI in Home Learning

Pupils may be taught about AI as part of developing digital literacy. However, Home Learning should demonstrate the pupil's own understanding and should not be generated wholly or substantially by AI tools unless explicitly directed by the teacher. The school will maintain the following standards for pupils' Home Learning:

- It must clearly be their own work
- Content must not be copied from any source, including AI tools (for example: Chat GPT or Google Gemini)
- The work should mirror their independent thought and understanding

9. Equal Opportunities

All pupils, at Charville Academy, are encouraged to complete Home Learning. All staff ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. There are opportunities for all

able pupils to develop and extend their understanding of the different topics and themes. Gender stereotypes are challenged when they arise. Contexts used in teaching will also be sensitive to different ethnic and religious backgrounds and both gender and cultural differences will be reflected positively in the teaching materials used.

10. Related Policies

- Equalities Policy
- Learning and Teaching Policy
- Feedback Policy
- Online Safety Policy

Appendix 1:

Reception			
Reading	Phonics	Maths	
Reading banded book, a minimum of 4 times a week	Phonics worksheet to be completed weekly	Numbots- minimum 10 minutes a week	
Reading records should be signed by parents/carers each time a child reads			
Year 1			
Reading	Phonics	Maths	
Reading banded book, a minimum of 4 times a week	Phonics worksheet to be completed weekly	Numbots- minimum 10 minutes a week	
Reading records should be signed by parents/carers each time a child reads		Mathletics- 2 activities to be completed	
Year 2			
Reading	Spelling	Maths	Curriculum
Reading banded book, a minimum of 4 times a week.	Spellings shared at the start of the term to be practised at home	TTRS- minimum 10 minutes a week	Individual project themed around current learning-
Reading records should be signed by parents/carers each time a child reads	Spelling Shed games available	Mathletics- 2 activities to be completed	Weekly progress checked and all work to be submitted by the end of the 6 weeks
Year 3			
Reading	Spelling	Maths	Curriculum
Reading banded book, a minimum of 4 times a week	Spellings shared at the start of the term to be practised at home	TTRS- minimum 10 minutes a week	Individual project themed around current learning-
Reading records should be signed by parents/carers each time a child reads	Spelling Shed games available	Mathletics- 3 activities to be completed	Weekly progress checked and all work to be submitted by the end of the 6 weeks.
Year 4			
Reading	Spelling	Maths	Curriculum
Reading banded book, a minimum of 4 times a week	Spellings shared at the start of the term to be practised at home	TTRS- minimum 20 minutes a week	Individual project themed around current learning-
Reading records should be signed by	Spelling Shed games available	Mathletics- 3 activities to be completed	Weekly progress checked and all work to be

parents/carers each time a child reads			submitted by the end of the 6 weeks
<u>Year 5</u>			
Reading	Spelling	Maths	Curriculum
Reading banded book, a minimum of 4 times a week Reading records should be signed by parents/carers each time a child reads	Spellings shared at the start of the term to be practised at home Spelling Shed games available	TTRS- minimum 20 minutes a week Mathletics- 3 activities to be completed	Individual project themed around current learning- Weekly progress checked and all work to be submitted by the end of the 6 weeks
<u>Year 6</u>			
Reading	Spelling/Grammar	Maths	Curriculum
CGP Comprehension Reading banded book, a minimum of 4 times a week Reading records should be signed by parents/carers each time a child reads	CGP Grammar Spellings shared at the start of the term to be practised at home. Spelling Shed games available	CGP Maths TTRS- minimum 10 minutes a week	Individual project themed around current learning- Weekly progress checked and all work to be submitted by the end of the 6 weeks

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