



BELMONT SCHOOL

(Additionally Resourced Mainstream School)

Home Learning Policy

NOVEMBER 2025



UNCRC Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment Global Goal - Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.	
Head Teacher	
Name	Mrs P Aggarwall
Chair of Governors	
Name	Mr M Kara
Date Ratified	6 th January 2026
Review Date	2028

Rationale

This policy informs the whole school approach to home learning. We aim to ensure consistency in the delivery, quantity and content of work set. The intention of this policy is to have an agreed statement, which is understood by the whole school community so that all children have the maximum support to meet their full potential.

Definitions

Any task which the child takes home to work on is defined as home learning. It may take many forms from reading a book, accessing a web-based activity, to going to a library to undertake individual research or creating something physically or web based. The extent of parental involvement will depend on the age of the child and the type of work.

It is the responsibility of parents/guardians to ensure that work is completed to a good standard. Home learning should generally be enjoyable, relevant and appropriate to the learner. It is intended to reinforce and encourage learning and develop independence. It is a great way to find out what you child has been learning about in school and making sure that they know more, learn more and remember more.

Intent

- To consolidate and reinforce skills and understanding
- To encourage pupils to develop the confidence and self-discipline to study independently
- To utilise resources in the home and local environment to extend learning

Parental Involvement – Family Home Learning

It is not intended that home learning should create anxiety for parents or children. There are many ways in which everyone can help their children, for example, by

- All home learning will be readily available on the school's website and chosen platform.
- Encouraging and supporting them
- Playing games with them, practising timetables, listening to children read
- Providing somewhere quiet for children to study away from the T.V. and other distractions
- Providing opportunities for real life experience: talking, shopping, using money, telling the time, cooking, letter writing etc.

If there is a problem over home learning we encourage parents to get in touch with the class teacher. Similarly, if we have problems we shall contact the parents. We provide workshops for parents to enable them to support their children's learning.

Content and time allocation

Many parents have told us that they struggle with getting the home learning completed weekly, thus we have reviewed how we set the home learning and staff create half term Family home learning that outline weekly learning and set a deadline for completion – all of the pupils learning must be handed in before that date for teachers to review and give feedback.

The main focus for home learning at Belmont School is reading, spelling and maths, and the consolidation of all other curriculum subjects through a variety of tasks.

It is our school policy to use an active, multi-sensory approach in teaching; this is reflected in the range of activities given for home learning, which will not usually be formal exercises. Home learning activities may include games and puzzles, research and speaking and listening activities, as well as construction and media based ways of recording.

We use a range of computer-based resources, these can be accessed through the school website.

In addition to the activities set by teachers, children in all years are expected to read daily at home either with parents and carers, or independently for more fluent readers. Children are expected to take books home to share. Families are expected to regularly complete the online reading journal that is checked by staff.

This table outlines the approximate content and amount of homework given in each year group:

EYFS <i>Evidence upload on EFL.</i>	Books should be changed at least once per week online and physically All pupils are expected to do the following weekly set task alongside: <ul style="list-style-type: none"> • Daily reading—The expectation is that your child will read daily for a minimum of 20 minutes at home. • Weekly maths – Numberblocks activities, maths games and activities on OneNote Weekly phonic sounds practice
Key Stage 1 <i>Evidence upload on EFL./Pupil's online notebook</i>	Books should be changed at least once per week online and physically All pupils are expected to do the following weekly set task alongside: <ul style="list-style-type: none"> • Daily reading—The expectation is that your child will read daily for a minimum of 20 minutes at home using Reading Planet and the books in their book bags. • Weekly maths – Continue to use Numbots and My Maths weekly. • Weekly Spellings practice
Key Stage 2 <i>Evidence upload on EFL./Pupil's online notebook</i>	Books should be changed at least once per week online and physically All pupils are expected to do the following weekly set task alongside: <ul style="list-style-type: none"> • Daily reading—The expectation is that your child will read daily for a minimum of 20 minutes at home using Reading Planet and the books in their book bags. • Weekly maths – Continue to use Times Tables Rock Stars and My Maths • Weekly Spellings practice

Children receiving additional support/provision from the school e.g. one to one tuition or interventions, may also be given exercises to do at home.

Guidance for setting Family Home Learning

To establish a regular routine home learning is set half termly and must be submitted as set by the teacher in the pupil's online notebook (Microsoft OneNote).

Home learning should be monitored by teachers and verbal feedback should be given to maintain motivation.

All home learning should be linked to work done in class. This may consist of activities to consolidate and re-enforce what has been learnt in a lesson, or investigation work linked to a topic.

Home learning should be set at an appropriate level so that it can be completed independently, or if adult support is required, clear instructions should be provided to help adults support learning effectively.

In parent meetings at the start of each year and on the class newsletter, the home learning requirements should be discussed, and the value of home learning should be stressed to parents. If work is consistently missed, a meeting should be arranged with the child and their family to try and overcome the problem. Teachers need to be aware that not all children have the resources or space needed to work at home and sensitivity to their circumstances is essential.

Equal opportunities

All pupils have the right to equality of access to the curriculum. Teachers need to be sensitive to the home circumstances of children. If necessary, appropriate resources may be provided to enable homework to be completed.

Roles and responsibilities

Teachers are responsible for setting and monitoring home learning in line with the school policy, and for providing next steps following our feedback policy. Where a child is consistently not completing home learning and meeting will be arranged with parent and class teacher to discuss why it is not being completed and then to set a personalised plan for it to be completed.

Parents must support their child by sharing books, giving help with tasks, and where possible, providing an appropriate space, time and resources.

Parents must seek support with technical issues by booking an appointment with the computing technician who can help to solve these.

Pupils are expected to complete tasks to a good standard in the time allocated.