



Pinehurst Primary School

Home Learning Policy 2025-26

Introduction

At Pinehurst Primary School, we see education as a continuous journey that extends well beyond the classroom. The opportunities children have to learn at home play a vital role in supporting their overall education and help them build valuable lifelong skills.

In this policy, the terms Homework or Home Learning refer to any task or activity carried out outside of normal school hours, whether completed independently or with the support of family and friends.

Rationale

The Purpose of Home Learning:

- At Pinehurst, we believe home learning tasks serve several important purposes:
- To strengthen the partnership between school and families, as children thrive when teachers and parents work closely together.
- To reinforce and build upon the skills and knowledge gained in class, supporting long-term understanding and retention.
- To encourage confidence, independence, and the self-discipline needed for effective study, preparing pupils for secondary education and beyond.
- To create enjoyable opportunities for parents and children to share in learning experiences.

In the Early Years, activities such as simple games, practising spellings, and daily reading with parents provide valuable opportunities to develop and consolidate essential skills within a nurturing setting. As pupils progress through school, it becomes increasingly important that they establish a routine of setting aside short, regular periods for personal study. All children are expected to engage in a range of home learning activities designed to enrich and extend their learning in school.

Purpose of the Home Learning Policy:

- Promote a consistent approach for pupils, parents, and staff across the school.
- Support pupils in developing independence and taking increasing responsibility for their own learning.
- Give parents and carers a clear understanding of what is expected of both themselves and their children.
- Strengthen and extend classroom learning, enabling every child to make progress and reach their potential.
- Offer shared learning experiences that parents and children can enjoy together.
- Nurture independence, resilience, and self-discipline in all our pupils.

Home Learning Expectations

At Pinehurst, home learning tasks place particular emphasis on strengthening pupils' English and Maths skills. Every child is expected to complete some form of home learning each week, alongside regular reading at home. At times, pupils may also be given opportunities to take part in project-based activities that connect with topics from the wider curriculum.

The home learning tasks children are set may look as follows:

Year Group	Activities
Early Years/ Foundation Stage	<ul style="list-style-type: none">• Daily reading with parents and practising phonics.• Simple maths-based tasks, such as counting games or number songs.• A teacher-directed activity linked to the wider curriculum.
KS1 Years 1 and 2	<ul style="list-style-type: none">• Daily reading with parents and ongoing phonics practice.• At least 20 minutes of Numbots maths practice each week.• Weekly spelling tasks linked to phonics learning.• Maths activities connected to classroom learning, with additional targeted tasks where appropriate for individual children.• Occasional topic-based research to support wider curriculum work.
LKS2 Years 3 and 4	<ul style="list-style-type: none">• Daily reading, either independently or with parents, recorded in the home reading diary.• Weekly spelling practice at home, through Spelling Shed.• At least 30 minutes per week of times tables and number facts practice using TT Rockstars.• Maths activities linked to classwork, with targeted tasks set to meet individual needs where appropriate.• Occasional topic-based research to extend understanding of wider curriculum areas.
UKS2 Years 5 and 6	<ul style="list-style-type: none">• Read regularly, either independently or with an adult, and record this in their home reading diary.• Complete a curriculum-based, project-style task each half term.• Undertake maths activities linked to class learning, with additional targeted tasks where appropriate.• Complete English or grammar work that reinforces classroom learning and develops key skills.• Spend at least 30 minutes per week practising times tables and number facts using TT Rockstars.• Practise weekly spelling tasks at home, through Spelling Shed.

Please note: Tasks will vary as to the needs of the individual class and the individual child. This is not an exhaustive or comprehensive list.

Class Dojo

At Pinehurst Primary School, most home learning tasks will be set through our community platform, Class Dojo. This system enables teachers to tailor activities to pupils' needs, reduce paper waste, and minimise the risk of homework being lost or forgotten. It also allows teachers to provide timely feedback, helping children to correct mistakes quickly and celebrate successes.

The use of Class Dojo will be at the teacher's discretion, and in some cases, a worksheet or paper-based task may be more appropriate. We recognise that not all children find it easy to complete work directly on a device. Where this is the case, pupils are welcome to record their answers on paper and return it to school.

We are committed to supporting families who may not have consistent access to a device. Where appropriate, the school can provide laptops for pupils to use to ensure that everyone is able to fully engage with their home learning.

Expectations of Staff

Teachers' Role in Supporting Home Learning

At Pinehurst, teachers play a key role in making home learning purposeful and effective. They will:

- Provide a broad variety of tasks and activities to support different areas of learning.
- Make sure pupils clearly understand what is expected of them, while maintaining high expectations that are appropriate to each child's ability.
- Communicate regularly with parents, keeping them informed about their child's progress, current projects, and class topics, as well as individual tasks.
- Offer constructive feedback, using praise and rewards to motivate and encourage pupils.
- Ensure that home learning activities are engaging, meaningful, and relevant to children's experiences.

Expectations of Parents/Carers

Parents and carers are vital partners in making home learning a positive and successful experience. They can support their child and the school by:

- Providing a calm, distraction-free space for children to work away from television, pets, and other interruptions.
- Ensuring there is a suitable place to study, with a clear table or desk, a chair, and good lighting.
- Offering encouragement and support when children need help.
- Reinforcing the value of home learning and supporting the school's approach.
- Praising and motivating children when tasks are completed.
- Taking an active role in home learning activities, particularly with younger children.
- Communicating with the school about any difficulties or concerns, for example through comments in reading records or messages on Class Dojo.

Expectations of children

It is expected that all children will make a genuine effort to complete home learning tasks to the best of their ability. Where a pupil needs additional support, their teacher or classroom support staff will aim to find time to review and go over the work with them.

Pupils are encouraged to:

- Make the most of the learning opportunities provided.
- Approach tasks promptly with a positive and determined attitude.
- Take pride in the quality and presentation of their work, recognising the high standards expected.
- Be organised in looking after books and resources, and return completed tasks on the dates set by their teacher.

If a child regularly fails to complete their home learning, they may be asked to finish it during break or lunchtime. This will be at the teacher's discretion, with consideration given to the individual child and their circumstances at home.

Feedback

Children will receive timely feedback on their home learning, which may be given in a variety of ways, including:

- Verbal responses from parents, carers, or teachers.
- Class discussions or group reviews of tasks.
- Written comments on Class Dojo.
- Formal checks, such as spelling or times tables tests.
- Self-assessment or peer feedback.
- Sharing and celebrating high-quality work in class or during school assemblies.

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