BURBAGE PRIMARY SCHOOL

Home Learning Policy

Updated November 2026

Building confidence; inspiring achievement

Original policy	February 2020	**Current review**	November 2026
Review reason	Scheduled full review	**Review cycle**	Annual check; full review at least every 3 years
Policy lead	Headteacher / Curriculum Lead		
Approved by	Full Governing Board	**Approval date**	18.11.26
Next review	Autumn 2027 or sooner if provision changes		

1. Purpose and principles

Home learning includes purposeful activities completed outside normal lesson time that consolidate, practise, retrieve or extend learning taught in school. At Burbage Primary School, it is part of the partnership between school, pupils and families, but it is not intended to transfer responsibility for teaching the curriculum to parents or carers.

Our approach is based on the following principles:

- home learning should have a clear learning purpose and normally connect directly with taught curriculum content;
- quality is more important than quantity, particularly in the primary phase;
- daily reading and the development of fluent foundational knowledge are the main priorities;
- tasks should be brief, manageable, age-appropriate and accessible;
- home learning must not compromise sleep, play, physical activity, family time, cultural or faith commitments, or pupils' wellbeing;
- pupils must not be disadvantaged because of limited access to devices, internet, books, space, resources or adult support;
- feedback or purposeful follow-up should enable pupils to see that their effort matters;
- home learning should build confidence, independence and positive learning habits, not anxiety, conflict or shame.

2. Evidence and statutory context

Schools are not legally required to set homework, and nationally prescribed time allocations no longer apply. The headteacher and governing board determine the school's approach and communicate it clearly to families.

The Education Endowment Foundation reports a positive average impact for homework overall, but the benefits are generally smaller in primary schools. Tasks linked closely to classroom learning, with a clear purpose and feedback, tend to be more effective. The school therefore avoids routine worksheets or projects whose workload is disproportionate to likely educational benefit.

Teachers' professional duties include planning appropriate out-of-class activities to consolidate and extend pupils' learning. This policy also operates alongside the Equality Act 2010, SEND duties, safeguarding and online-safety requirements, data-protection law and the school's curriculum and assessment policies.

3. Intended outcomes

- develop regular reading habits and enjoyment of books;
- increase fluency and automatic recall in phonics, spelling, vocabulary, number facts and multiplication tables;
- provide spaced practice and retrieval of important curriculum knowledge;
- help older pupils develop organisation, independence and readiness for transition;
- give families an informed and realistic way to support learning;
- allow pupils to pursue optional interests and wider learning without making access to resources a condition of success.

4. Core expectations

The following are typical expectations rather than rigid daily time quotas. Teachers may adjust frequency, format or volume according to the curriculum, pupils' needs and the school calendar. Reading should remain enjoyable and may include a child reading, being read to, discussing a text, sharing rhymes or accessing an audiobook.

Phase	Reading	Fluency practice	Other home learning
Reception	Share books, stories, rhymes and school reading material regularly.	Brief phonics, oral blending and tricky-word practice where provided.	Occasional practical, talk-based or observation activities linked to current learning. No formal written weekly requirement.
Years 1 and 2	Read or share a book on most days; record communication through the agreed reading system where requested.	Short phonics/spelling and number-fact practice, normally several brief sessions across the week.	One purposeful activity may be set when it strengthens current learning.
Years 3 and 4	Regular independent or shared reading, with discussion of vocabulary and meaning.	Weekly spelling/vocabulary and multiplication-table practice.	Occasional short maths, English, retrieval or curriculum activity.
Years 5 and 6	Regular reading across a range of texts.	Weekly spelling/vocabulary, number facts and multiplication-table practice.	Short curriculum-linked tasks; proportionate revision may be provided in Year 6. Optional independent projects may be offered.

No pupil should routinely be expected to spend an excessive period on home learning. As a practical guide, most individual tasks should be achievable in approximately 10 to 20 minutes in Key Stage 1 and 20 to 30 minutes in Key Stage 2, excluding independent reading. If a task is taking substantially longer, families should stop at a reasonable point and inform the teacher.

5. Setting and communicating home learning

- Teachers explain the purpose, expected outcome, due date and approximate level of support required.
- Tasks use content and methods pupils have already been taught, unless an activity is explicitly described as optional exploration.
- Instructions and resources are provided through the class's agreed communication system, which may include reading records, paper copies or approved school digital platforms.
- Teachers coordinate larger tasks and busy periods to avoid unnecessary workload for pupils and families.
- Holiday homework is not routinely set. Optional reading, creative or enrichment suggestions may be shared without penalty for non-participation.
- Commercial tutoring, paid resources or specialist materials are never assumed or required.

6. Feedback, assessment and completion

Home learning may be acknowledged through teacher discussion, brief written or verbal feedback, self-checking, automated feedback, quizzes, retrieval practice, celebration or use of the learning in a subsequent lesson. Teachers monitor patterns and misconceptions rather than marking every item in detail.

Home learning is not used as a standalone measure of attainment because the level of adult assistance and access to resources varies. It does not replace assessment of pupils' independent work in school.

Where work is incomplete, the first response is supportive and seeks to understand barriers. Pupils are not publicly shamed, denied curriculum entitlement, kept from essential break or physical activity, or given

disproportionate sanctions. Staff may provide a reasonable opportunity, reminder, adapted task or access to school resources and will contact families where a pattern requires joint support.

7. Inclusion and equitable access

Teachers make reasonable adjustments and adapt home learning for pupils with SEND, disabilities, medical needs, English as an additional language, literacy difficulties or other barriers. Adjustments may include reduced quantity, alternative recording, enlarged or simplified materials, assistive technology, audio, pre-teaching, additional time or a different task with the same learning purpose.

The school will provide a non-digital alternative where needed and will not penalise pupils who cannot access an online platform. Where possible, pupils may borrow books or resources or complete work through supervised provision in school. Families should tell the class teacher privately if access, cost, time, confidence or family circumstances create difficulty.

Additional practice associated with intervention should be focused and proportionate. It should not create a double workload for pupils already facing barriers or replace necessary rest and family life.

8. Safe and appropriate use of technology

- Only school-approved platforms and accounts are used for required digital home learning.
- Tasks minimise unnecessary screen time and offer an equivalent offline route where reasonable.
- Pupils and families follow the school's acceptable-use and online-safety guidance and protect passwords and personal information.
- Staff do not require pupils to publish personal information, images or recordings publicly.
- Any live or recorded online activity follows safeguarding, staff conduct, privacy and data-protection procedures.
- Families should report unsuitable content, contact or technical problems to the school and should not attempt to resolve safeguarding concerns through pupil accounts.

9. Roles and responsibilities

Teachers

- set purposeful, proportionate and accessible activities;
- teach the knowledge and method needed before expecting independent practice;
- communicate instructions and deadlines clearly;
- provide appropriate acknowledgement or feedback;
- monitor impact and adapt the approach where it is not helping pupils learn;
- respond sensitively to non-completion and barriers.

Pupils

- make a reasonable effort and ask for help when needed;
- take care of books and resources and return them as agreed;
- complete work honestly and use digital tools safely;
- tell an adult if a task is unclear, takes too long or causes concern.

Parents and carers

- encourage a calm routine where possible and show interest without completing work for the child;
- support regular reading and brief practice;

- help the child stop after a reasonable effort if a task is causing significant difficulty;
- communicate access difficulties or concerns to the class teacher;
- use answer materials, where provided, to discuss mistakes positively rather than to create pressure.

Leaders and governors

- ensure expectations are coherent, inclusive and manageable across the school;
- monitor pupil, parent and staff feedback, including the experience of disadvantaged pupils and pupils with SEND;
- ensure digital systems and resources are safe and accessible;
- evaluate whether home learning supports curriculum priorities without creating avoidable workload or inequity.

10. Concerns and review

Questions should normally be discussed with the class teacher. Unresolved concerns may be raised with the phase leader or headteacher and, where necessary, through the school Complaints Policy. Safeguarding or online-safety concerns should be reported immediately through the school's safeguarding arrangements.

The policy will receive an annual light-touch check and a full review at least every three years, or sooner if school provision, technology, research evidence or relevant guidance changes. Leaders may sample tasks, gather pupil and family feedback and review participation and access, but will not create evidence solely for inspection.

Linked policies

- Curriculum Policy
- Teaching and Learning / Assessment Policy
- SEND Policy and Information Report
- Equality Information and Objectives and Accessibility Plan
- Child Protection and Safeguarding Policy
- Online Safety and Acceptable Use policies
- Behaviour Policy
- Complaints Policy

Official and evidence references checked

DfE statement on school autonomy for homework: https://educationhub.blog.gov.uk/2018/10/education-secretary-i-trust-head-teachers-to-decide-their-homework-policies/

Education Endowment Foundation: Homework: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework

Teachers' Standards: https://www.gov.uk/government/publications/teachers-standards

Ofsted school inspection toolkit and operating guidance:
https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information