

Palace Wood Primary School

Home Learning Policy



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Date Written	Spring 2025
Date for Review	Spring 2028

This policy has been impact assessed by Clare Cairns in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Over the years, there has been many a debate over homework or home learning and the one thing that we have come to realise is that there is no one right answer and no 'one size fits all.'

However, there are some things that we do know about how to support learning and there are some aspects of home learning which we believe will really help the children in class.

Little and Often

The home learning, we will be setting will be little and often. We know you are all busy and know that when the children have been working incredibly hard at school, it can be difficult to motivate them again at home. Therefore, we are asking that the children complete little pockets of home learning (5-10mins) as often as possible.

Low Stakes – Make it fun!

If we want children to complete home learning, we know that we need to make it something that they really want to do. The home learning we will be setting will be based around games, can be accessed anywhere and will be low stakes – no marking, no feeling bad, just fun! Running on automatic I am going to be controversial here – the brain is not made for thinking; it is made for remembering! Thinking is hard whereas remembering is easy! The best way to support children's learning is to make things that they need regularly, automatic. The more automatic that they become, the easier they will find their learning – this is because they are remembering, not thinking. The home learning, we will be setting will be based around key things that we would like to become automatic for our children.

High Expectations

We have high expectations for our children. We want them all to do well and achieve as much as they can. This extends to the home learning. What we are setting now is manageable and set in such a way that the children can access it easily. Because it is so important, and because we need these things to become automatic, if children do not complete their home learning at home, we will provide them with an opportunity to do it in school during lunch or break time. This is not a punishment but a way to ensure that they have the same opportunities as their peers. It is because it is so important that we are holding it in this high regard.

What is the Home Learning?

Each week we will be using some of our online resources for home learning.

TTRockstars/Numbots – this is a brilliant game-based resource for learning (and then remembering!) times tables facts and number bonds. Both are building blocks for further maths teaching and the more easily that the children can remember and retrieve these facts, the easier they will find maths. We expect the children to complete 10/15mins every week (Friday-Friday)

Atom Learning – this is an online resource. Year 3 upwards have access to this resource. It can include English/SPaG or maths and is usually set once a week by classroom teachers.

Spelling Shed – it is a game-based approach to supporting spelling. The game is designed to specifically support children in improving spelling through a range of strategies. We expect the children to complete 15mins every week (Friday-Friday)

Reading – what can we say about reading that has not already been said. Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. Books expose children to more facts and a broader vocabulary and virtually any other activity, and persuasive data indicate people who read for pleasure enjoy cognitive benefits throughout their lifetime. The fact that reading regularly and widely gives you more knowledge has multiple benefits too. The main one of these is that when it comes to knowledge, the more you have, the more you can gain. We would encourage you to read with and to your child at every age. Children who can read well themselves can still benefit hugely from being read to. Being read to allows you to choose content that is slightly above the ability that the child could read and understand themselves. We hope that your child reads, or you read to your child as often as possible – every day if you can!

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural, or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice, or stereotyping.