



Henry
Hinde
School

Home Learning Policy

March 2026



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1. Definition of Terms

The School – Henry Hinde School, part of Transforming Lives Educational Trust (TLET).

Pupils – Any child attending Henry Hinde School.

Parents/Carers – Adults with parental responsibility or who normally care for the child.

Teachers – All teaching staff employed by the school.

Home Learning – Any learning activity completed outside the school day to consolidate, extend or apply classroom learning.

Academic Stage – A pupil's current level of learning and development, which may not always align precisely with chronological age.

2. Rationale and Statutory Requirements

Henry Hinde School recognises that high-quality home learning strengthens the partnership between school and home, reinforces classroom teaching, and supports pupils to develop independence, resilience and effective study habits.

This policy reflects:

- Department for Education guidance on effective primary homework, emphasising that tasks should be purposeful, age-appropriate and manageable.
- Education Endowment Foundation (EEF) research, which highlights that home learning is most effective when it consolidates prior learning and is clearly explained.
- TLET policy principles, ensuring consistency, clarity and fairness across all aspects of teaching and learning.

Home learning at Henry Hinde School is designed to be developmentally appropriate, reflective of each child's academic stage, and aligned with the curriculum taught in school.

3. Scope

This policy refers to:

Parents/Carers	✓	Trustees	
Employees	✓	Volunteers	
Pupils/Students	✓	Visitors	
Governors	✓	Community	

4. Principles

Henry Hinde School is committed to:

- Ensuring home learning is purposeful, manageable and directly linked to classroom learning.
- Providing tasks that reflect both the age and academic stage of pupils.
- Promoting independence, responsibility and pride in learning.
- Ensuring equity of access and supporting families where home learning may present challenges.
- Maintaining high expectations for effort, completion and communication.
- Strengthening the partnership between home and school through clear, consistent communication.
- Upholding the TLET values of courage, kindness and loyalty in all home learning interactions.

5. Policy Statement

The school will:

- Provide clear, structured home learning that consolidates and extends classroom learning.
- Ensure expectations increase progressively and appropriately across EYFS, KS1 and KS2.
- Offer support and guidance for pupils who require additional help.
- Communicate expectations clearly to pupils and parents.
- Recognise and celebrate effort, consistency and pride in home learning.
- Ensure that home learning remains a positive and productive experience for all pupils.

6. Procedure

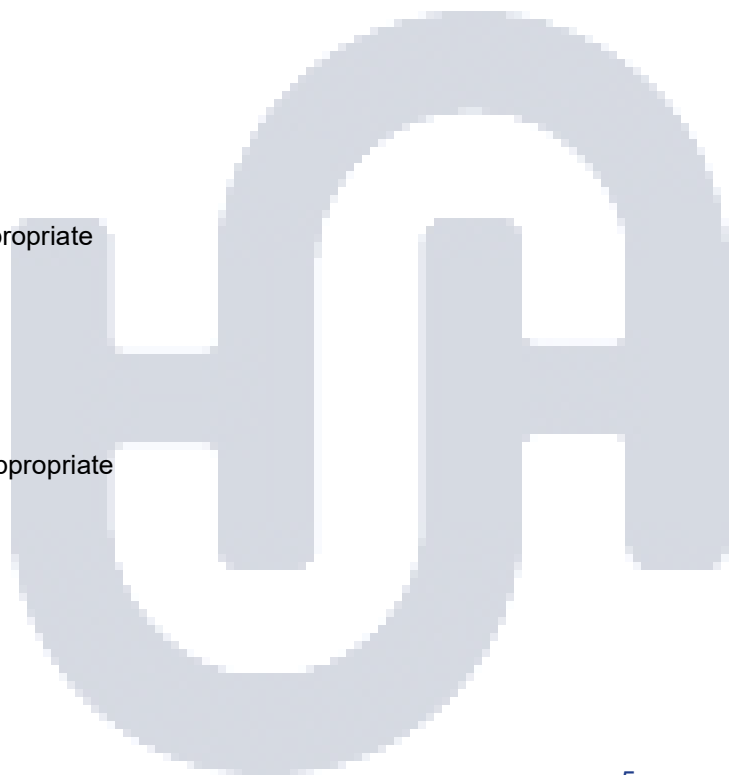
6.1. Home Learning Expectations by Phase

EYFS

- Weekly library book
- Phonics reading book matched to RWI Scheme
- Weekly focus words linked to RWI Scheme
- Focused support activities on Seesaw when appropriate

Key Stage 1 (Years 1–2)

- Daily reading
- Focus phonics/spelling words
- Occasional additional support activities where appropriate



Key Stage 2

Year 3

- Autumn Term:
 - Daily reading
 - Times tables practice
- From Spring Term:
 - In addition to the above, Weekly written homework on rotation: Maths and Reading or Grammar activities

Years 4–6

- Daily reading
- Times tables practice
- Spelling practice
- Weekly written homework: One piece of Maths and one piece of Reading/Grammar activities

Each piece should take less than one hour. Additional support resources posted on ClassDojo when needed

Project Homework (Occasional)

- Set over several weeks
- Linked to a curriculum topic
- Communicated in advance
- Replaces some written homework during the project period

6.2 Expectations for Completion

- Pupils are expected to complete home learning to the same standard as class work.
- If home learning is not completed, pupils will be asked to complete it in school.
- Pupils may ask any adult in their teaching team for support.
- If home learning cannot be completed due to illness or exceptional family circumstances, parents must communicate this in advance. Such occasions should be rare.

6.3 Support and Inclusivity

The school will:

- Provide additional resources where needed
- Offer opportunities to complete tasks in school
- Work with families to reduce barriers
- Adapt tasks for pupils with SEND or additional needs

6.4 Remote Learning During School Closures

In the event of a full or partial school closure—such as severe weather (e.g. snow days), building-related issues, or national closures similar to those experienced during the COVID-19 pandemic—Henry Hinde School will continue to provide high-quality learning for all pupils.

Continuity of Education

Where appropriate, learning will continue remotely. The school will:

- Provide clear communication outlining how to access remote learning
- Share expectations for engagement and completion
- Ensure learning activities reflect pupils' age and academic stage
- Use platforms such as ClassDojo, Seesaw or school email to share tasks and updates
- Provide a balance of online and offline learning

What Parents and Carers Can Expect

Parents will receive:

- A message explaining the nature and expected duration of the closure
- Instructions for accessing remote learning
- Clear expectations for completion and submission
- Information on how to contact the teaching team

What Pupils Are Expected to Do

Pupils should:

- Engage with learning each day
- Complete tasks to the best of their ability
- Submit work where requested
- Seek help from an adult at home or their teaching team

Support for Families

The school will:

- Provide alternative formats where digital access is limited
- Offer reasonable flexibility for families managing competing pressures
- Ensure SEND pupils receive adapted materials or support

Remote learning expectations apply only during school-directed closures.

7. Monitoring

- The Senior Leadership Team will monitor implementation and impact.
- Teachers will monitor completion, quality and engagement.
- Governors will review the policy in line with TLET expectations.
- The policy will be reviewed every two years or sooner if required.

8. Related Documents

This policy and procedures should be considered in relation to the guidance listed above and:

- TLET Teaching and Learning Policy
- TLET Equality and Diversity Policy
- Henry Hinde School Positive Behaviour Policy
- Henry Hinde School SEND Policy
- Henry Hinde School Curriculum Statements
- DfE Homework Guidance
- EEF Research on Homework and Parental Engagement

