



**CALTHORPE
ACADEMY**
Skills for the life we want

Home Learning Policy

*All policies are electronically signed and available on Governor Hub

Ratified by the Local Governing Body)

Signed by the (LGB):

Date June 2026

To be reviewed (every 2 years):

Date June 2028

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1. **Rationale**

Home learning can make an important contribution, at all stages of education, to pupils' progress at school. Students' learning continues through the completion of homework or via accessing remote learning at home in circumstances where they are unable to attend school. The homework provided to our students will be developed to enhance and help improve students' Literacy, Numeracy and subject knowledge. Its' nature, purpose and quantity will vary according to the individual need and age of the pupil.

2. **Aims**

2.1. Through the school policy for home learning, we aim to:

- Provide opportunities for parents/carers, our students and the school to work together in partnership in relation to children's learning.
- Ensure parents/carers are clear about what homework is given, when it is given and what their child is expected to do.
- Practise or consolidate basic skills for life and knowledge, especially in Literacy and Numeracy.
- Encourage students and their parents/carers to share and enjoy learning experiences.
- Ensure that the needs of individual pupils are taken into account when home learning tasks are set and the work covered is an appropriate challenge.
- Improve the quality of the learning experience offered to students and to extend it beyond the classroom environment.
- Use homework as a tool to help to continue to raise standards of attainment and enjoyment of learning.
- Encourage students to develop the responsibility, confidence and self-discipline needed to study as independently as they are able.
- Ensure consistency in the approach to remote learning for learners who aren't in school
- Respect and show a commitment to the United Nations Convention of the Rights of the Child and we aim to work in partnership with parents to facilitate our learners access to the following children's rights articles:
 - Article 3- Best Interests of the child/ young person
 - Article 12- Respect for children/ young person's views
 - Article 17- Access to Information
 - Article 28- The right to access education
 - Article 29- The right to an education which develops their personality, talents and abilities

- Article 31- The right to rest, play, access culture and arts

3. The Nature of Homework

It should be noted that homework can be set in many different forms with different expectations and outcomes. It is important to remember that when setting homework there are a number of points to consider:

- The nature and type of homework is in line with their curriculum pathway and changes throughout the learner's school career
- Amount and frequency of homework will differ according to the learner's ability level
- Homework should not cause undue stress on the pupil, family or the teacher
- It will not necessarily come in the form of a written task.

4. Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents/ carers have any concerns they should not hesitate to contact the school. Parent's views are gathered within the continuous parental consultation process and through surveys (Annexe 6) conducted by teachers each half term for parents to request either:

- a) Homework to be set for their child
- b) Or a copy of their child's targets to be sent home

Normally, more than one week will be allowed for the completion of a homework task, except where daily practice is to be encouraged.

5. Homework Tasks

The learner's individual educational programme (informed by their EHCP targets) will provide strategies for families to use at home to support the pupils in making progress over a period of time. Other tasks will be provided weekly if appropriate for the learner.

6. Role of the Class Teacher

- Individual teachers and class teams discuss with parents initially during initial parental consultations, outlining how homework is matched to the EHCP, learning targets or Calthorpe Curriculum.
- To conduct ½ termly parents homework surveys (see annex 6) - homework to be set for parents who have requested and teachers to

send copies of learners' targets for parents who have opted for no homework to be set

- To provide an explanation of homework tasks to parents and carers when necessary and give guidance of how they might assist their child. This may be done by a note with the work or at a parental consultations if possible.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise pupils who regularly complete homework tasks.
- To mark homework when necessary and give feedback to pupils.

7. Role of Leadership team and Governing Body

Overall accountability for the oversight of homework rests with the Senior Leadership Team's parental engagement lead.

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.
- To increase parental awareness of homework through the Arbor Parent App and Website.

8. Role of Parents/ Carers

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.
- To raise any concerns they have about home learning with the school.

At Calthorpe Academy we are very keen for families to support and help their children with homework. We take the view that children are likely to get more out of an activity if families get involved as long as they do not take

over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be they should discuss it with their child's teacher.

9. Remote Learning Procedures and Co-Ordination

[Remote learning](#) will take affect when a learner is absent (for a period of 5 days or more. It is to enable all learners to access learning and provide a consistent approach for those who are unable to attend school.

At Calthorpe Academy we put the child's wellbeing at the centre of our thinking in relation to remote learning- the primary focus around remote learning is the learner's development of their EHCP targets which are set with parents/carers with education and health care professionals.

We acknowledge that learners will have different reasons for not attending school and changes in routine can lead to learners not learning effectively due to change of routine/ illness.

So, with this in mind, Calthorpe Academy has thought about the most effective way to restore learners' knowledge, skills and mental wealth by working in partnership with Parents/Carers and Health/ Care professionals centred around the child and learner views to ensure learning is purposeful.

Teachers must:

- Send out home learning tasks via the most appropriate method
- Completing the home learning tracking dataset located via shared home learning-tracking
- Contacting the learners' parent(s) to ensure understanding of the work set and providing guidance around implementation
- Monitor pupils' engagement and communicate effectively with parents and colleagues if there are concerns
- Contact families at least every two weeks after work was set to ascertain feedback and plan for the next steps in learning
- Support parents with home learning ideas. Not all of our learners will be able to access all the learning due constraints with family commitments and work commitments. Many learners will not work for their parents in the same way as they work in school. We must not expect parents to be teachers. It must be made clear to parents and teachers alike to 'do what they can'. Not all learners will be carrying out school work on a daily basis and we do not expect this if they have been absent due to illness.

10. Monitoring & Evaluation

- Each class shall have a homework folder (shared are: S:\Home Learning\Homework) and class teachers are to save homework within their classes folder. Teachers are to record homework sent on the Homework Tracker Spreadsheet. Extended Leaders are to monitor homework being set for learners in each class.
- Remote learning- teachers are to record work sent, feedback back from parents on progress made on the Remote Learning Tracker. Extended Leaders are to monitor remote learning being set for individual affected learners who are unable to attend school.
- Parental workshops shall be offered throughout the academic year by the school ensuring that they can support their children effectively at home using current techniques / strategies.
- An SLT member has the responsibility for the leadership of the Parental Engagement; and delegates responsibilities to key staff within the school.

As such, all Staff have a responsibility:

- To monitor compliance of the School Homework Policy.
- To meet and discuss with parents/carers, when appropriate and gain their views on home learning as part of the continuous parental consultation process
- To inform new parents/carers to the school of the Homework Policy and what it entails, as part of the home/school agreement.
- To gain the views of learners about home learning (where applicable)

11. Homework Frequency

- 11.1. Homework is set at the beginning of each half term to provide learners with sufficient time to practise, consolidate and generalise skills within their home environment. Effective communication between school and parents, carers and, where appropriate, other family members supporting learning at home is essential. Feedback helps staff evaluate whether activities are appropriately challenging, engaging and enjoyable, and informs decisions about whether additional or adapted home learning opportunities are required.
- 11.2. At the start of each academic year, during initial parent consultations, families are invited to discuss their preferences for home learning. This ensures that homework provision is responsive to individual learner needs, family circumstances and levels of engagement at home. Home learning provides an opportunity for parents and carers to work in

partnership with the school to support the achievement of their child's EHCP outcomes and personal learning targets.

11.3. Parents and carers are able to indicate their preferred level of home learning involvement from the following options:

- Receive home learning activities regularly.
- Receive a copy of current learning targets only.
- Review home learning preferences each half term.
- Receive tips, strategies and resources to support learning at home.

11.4. These preferences are reviewed periodically and can be adjusted throughout the year in response to the needs of the learner and their family.

11.5. Homework is set at the start of each half term in order to have sufficient time for the learners to generalise their skills at home - communicating and receiving feedback from parents/ carers/ more abler learners is key to ensure that the work set is challenging/ enjoyable and whether more work needs to be set for home.

Term	Homework to be completed by Teachers	To be sent home to parents/ uploaded to website
Each Half Term	By the end of Week 1	Start of Week 2

11.6. *Sixth Form:*

11.7. Homework is linked to learner's individual aspirational goals and the preparation for adulthood outcomes or accreditation with suggested activities. Tasks can be related to Accreditation. These will be sent termly with task suggestions each half term. Target sheets for all learners will be sent home termly, following the new targets set each term.

11.8. Staff will record homework feedback on the provided 'tracker'. More able students will provide feedback of homework tasks they have completed with staff.

11.9. *Learning for Life Pathway:*

Homework is used to reinforce work covered in class by providing further opportunities for individual learning, to practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.

There is a universal offer in place for all learners within learning for life pathway comprising of:

- 11.10. Strand specific Learners: Literacy and Numeracy including reading books and epic books, Numicon and Mathletics.
- 11.11. Pre – requisite Learners: Basic skills - Literacy and Numeracy at home ideas and art exploration packs.

In addition, targeted homework is set by class teachers based on the developmental needs of the individual learner. This may include:

- Physio plans and exercises
- Spellings
- Language and communication – Key signs and symbols for learners to practice at home.

- 11.12. Handwriting including gross and fine motor skills and letter formation,

Homework Frequency – A universal overview homework sheet to be prepared by teachers during the first week of the half term. Reading scheme books to be rotated on an individual basis for learners.

11.13. *Foundations for Life Pathway:*

- 11.14. All homework's are based on the learners EHCP targets

- Homework set for each half term is linked to the evidence for learning focus for that half term
- Homework is accompanied by an updated target overview for that half term
- One Homework pack consists of work on 3 key skill areas per half term unless otherwise stated by parents:

A) 2x Problem Solving & Thinking:

- To be sent home start of Week 2.
- To be reviewed end of week 3

B) 2x Communication and Interaction:

- To be sent home Week start of Week 4
- To be reviewed end of week 5

C) 2x Personal Development

- To be sent home Week start of Week 6

- To be reviewed end of week 6/7

11.15. *Engagement for Life Pathway:*

- All homework's are based on the learners EHCP targets
- Homework is set half termly
- Homework based on an area within the curriculum that the learner is highly engaged in. It is an extension of the learning target that learners are working on within school in order to support their generalisation of skills in a different context.

Homework sheets to parents explain:

- What the target their child is working on in school
- Suggestions of what they can do at home to support their child's learning
- Equipment they will need (*easily sourced household items)
- How to give feedback about their child's learning at home

12. **Type of Activities**

Calthorpe Homework Activities should - recognise the very wide variety of activities that can be considered to be appropriate as homework according to learners' curriculum pathways, including key elements of the school vision – independence tasks, developing social understanding, communication activities and ensuring that parents to understand this too.

The following are examples of Homework activities that may be set:

- Twinkle Subscription/Resources/Firm Foundations Resources
- Books available online to be read, with reading books / paper copies available when internet access is not possible.
- Reading/Researching items relating to a lesson.
- Worksheets
- Practice of life skills/self-help skills
- Symbol activities
- Finding information
- Maths workbooks
- Drawing/Cut and paste and sequencing tasks
- Watching specific TV programmes
- Using APPS/Online learning resources

13. Annexe 3: Homework-Learning for Life

	(Strand Specific learners) Literacy	Strand Specific learners Numeracy	Pre-requisite Learners Literacy and numeracy
Universal	Reading scheme books Book Band Books - Bug Club, Rapid Readers, PM Readers	Numicon - Resources and Activity Tasks	Basic skills - early literacy and numeracy at home ideas. Art and exploration packs together with ideas for projects provided for learners who are motivated by exploratory learning.
	Epic Books - https://www.getepic.com/	Mathletics - Differentiated online challenges	
Targeted	Spellings Initial high frequency word assessment to provide words to practice	Recommended Apps List related to different curriculum areas?	Enrichment Opportunities and events Fixed, seasonal and cultural visits for learners and their families to experience.
	Handwriting Letter formation, sizing, pencil control, gross and fine motor skills	Physio Plans and Exercises	Skills at home Linked to developing independence
	Language Communication - Key signs and symbols for learners to practice	Literacy/ Numeracy/ TWAU Personalised learning - resources related to different curriculum areas	PSHE Resources linked to current curriculum coverage and individual learner need.
How to Access	Promotion	Tracking Home Learning	Homework Frequency
All programs can be accessed by parents through: - Resources sent home - Log in details shared for online programs - Information sheet with details of how to access for parents	We will promote our homework through home school liaison in various formats which will include: - Inspire workshops - Home School Communication - Newsletter - Parental consultation meetings to discuss individual learner's needs - Phone call homes - School SZapp	Extended Lead will track homework allocation half termly. Teachers to indicate which programs of home learning have been set for individual learners on tracker. Reading records provided to parents to record progress. Parents provide feedback through email address given.	Universal homework to be prepared by teachers during the first week of the half term, ready to be shared in the second week. Reading scheme books to be rotated on an individual basis for learners. Homework monitored half termly.

Impact

Learners will have access to high quality learning opportunities at home to continue the application of knowledge taught within school. Parents will be empowered to support their child and equipped with the skills and resources needed to do this at home. Progress within curriculum areas will be impacted through the contributions of both the academy and support within the home. Through effective communication, learners are provided consistent opportunities to learn and generalise skills continuously.

Homework for: **EXAMPLE**

Class:

Your child will be bringing home learning to support them with what they have been learning in class.

Please spend time with your child working on the activities set to help them develop their skills within Reading, Numeracy and additional areas.

Activity	What it is for	What to do	Completed/ Feedback
Numicon: 	To help develop number skills. To help with counting and number sequencing.	Work through the Numicon activity cards that come home with the pack.	☒ ☐
Reading: 	To create a love of reading. To develop reading and comprehension skills.	Listen to your child read/read to your child. Ask questions about the book.	☒ ☐
Writing/Spellings: 	To practice letter formation. To work on spellings of high frequency words.	Let your child practice writing over the letters. Check if they can write the words themselves.	☒ ☐

Online programmes available:

 Username: DF-108630 Password: haze88	 Go to: kids.getepic.com/students Class code: vhm5783 Select their name
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If you have any amazing work you would like to share, please send this in to the class teacher or send through the following email; t.willott@calthorpe.thrive.ac

14. Annexe 4: Homework Foundations for Life

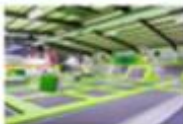
Foundations for Life – Home Learning

Week 1-2	Focus	Skills of home		
Problem Solving and Thinking Skills (Numeracy)	Focus 1 - Visual skills Relate items together.	 Relating clothing together	 Toothbrush & paste	 Bowl & wooden spoon
	Focus 2 - Problem Solving Explore 3 attributes of home. Big and small. Light and heavy. Tall and short.	 Heavy & light shopping bags	 Big & small cutlery	 Tall & short people

Any questions e-mail please on: info@calthorpe-trivis.ac**Foundations for Life – Home Skills**

Week 3-4	Focus	Skills of home		
Communication and Interaction (Literacy)	Focus 1 - Interactions & Relationships Elaborate communication if misunderstood and/or not heard.	 Repeating speech	 Repeating sign	 Responding to questions
	Focus 2 - Making Requests Can gain attention and/or request help.	 Signing help	 Waving to gain attention	

Any questions e-mail please on: info@calthorpe-trivis.ac**Foundations for Life – Home Skills**

Week 5-6	Focus	Skills of home		
Personal Development	Focus 1 - Keeping Healthy Request and/or participate in physical activity.	 Youtube exercise videos	 Walk in the park	 Visit a trampoline park
	Focus 2 - Transition & Change Can transition to areas of the home independently.	 Bathroom	 Kitchen	 Living room

Any questions e-mail please on: info@calthorpe-trivis.ac

15. Annexe 5: Homework: Engagement for Life



Homework for Engagement for Life Pathway

Purpose of homework:

Homework is a great way for you to share and enjoy learning experiences with your child and improves the quality of learning experiences through practicing and consolidating basic skills and knowledge related to their EHCP targets at home.

Frequency:

Every two weeks your child's teacher shall inform you about a target they have been working on at school and suggest home learning activities that you can do with them at home.

Learner:	Joe Bloggs
Subject:	Body & Spatial Awareness
This week I have been learning:	BSA4 to develop awareness of own hands and arms
At home you could:	- Water activities – placing hands in tray of warm water, cold water, bubbly water, etc. Place interesting tactile objects in the water for your child to 'discover' with their hands  - Placing hands in trays of different textures e.g., bubbles, feathers, cooked spaghetti or pasta shapes, icing sugar mix, dried leaves 
You will need:	Plastic mixing bowl/ tray; bubble bath; cooked (cooled) spaghetti; leaves; icing sugar
How did it go?	Please let us know how your child has got on with their homework - Was it too hard/ too easy; - Were they engaged - Did they enjoy it



Email photos of your child taking part in their home learning to your child's teacher.
We love to see the amazing learning happening at home!

16. Changes

Description	Date	Page	Section
Arbor App (SZapp removed)	June 2026	5	7
Parent Initial consultation process determining homework frequency	June 2026	7	11.1 11.2 11.3
Target sheets (added)	June 2026	8	11.7
Education City (removed)	June 2026	9	11.9
FFL Homework expectations	June 2026	9	11.10