

# BY BROOK VALLEY CE PRIMARY SCHOOL

## Home Learning Policy



Last Review Date: August 2025

Ratified By Governors Date: 18<sup>th</sup> September 2025

Next Review Date: August 2026

Equal opportunities lie at the heart of all that we do at By Brook Valley Primary CE School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Roots to grow, wings to fly

“They will soar on wings like eagles” Isaiah 40:31

Registered Address: By Brook Valley Academy Trust, The Street, Yatton Keynell, Wiltshire,

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Registered in England and Wales

Company Registration No. 8020467

This policy is designed to meet the needs of all pupils. The policy is designed to be child-centered and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them.

## Our Vision

***Roots to grow, wings to fly***

***“They will soar on wings like eagles.” Isaiah 40:31***

The roots of our school community, based on our Christian values, nurture, help and support us to grow to be the best versions of ourselves. The wings of faith allow us to soar freely and flourish now and in the future

At By Brook Valley we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This policy should be read and understood from this perspective.

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>		<b>Date</b>	January 2022
<b>EIA CARRIED OUT BY:</b>	DJN	<b>EIA APPROVED BY:</b>	CT&L

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
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Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	N/A	N/A
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	Tasks which are not appropriately designed/ differentiated may affect pupils with disabilities or SEN	Tasks appropriately designed may positively include pupils with SEN or disabilities and engage their parents/ carers
Gender Reassignment (transsexual)	N/A	N/A
Marriage and civil partnership	Tasks which require a high level of involvement from parents/ carers may discriminate against some families who have less time to spend individually with their children	Tasks which require an appropriate level of involvement from parents/ carers may support parental engagement with their children's education
Pregnancy and maternity	N/A	N/A
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	EAL children and their families may have difficulty in understanding tasks set	Appropriately designed and translated tasks may enable parents of EAL children to engage with their children's education
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	Children whose home religion is not Christian may lack the cultural capital to engage with tasks of a Christian nature/ context/ ethical dimension	Children whose home religion is not Christian can bring a fresh /different approach to tasks with an ethical dimension
Gender (male, female)	Tasks set with a gender bias may discriminate against on gender or the other	Tasks set to appeal to both male and female pupils will allow pupils to explore a range of issues and challenge stereotypes
Sexual orientation (gay, lesbian, bisexual; actual or perceived)	N/A	N/A

## Introduction

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We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be. This policy should be read and understood from this perspective. We believe that home learning activities are an important part of our home/school partnership. Firstly, this policy is intended to ensure consistency across the school. Secondly, all stakeholders know and understand the aims and expectations of home learning.

**The aims of home learning are:**

- To practise, revise, reinforce and consolidate skills, concepts and knowledge previously learnt in school
- To connect learning in school to the real world
- To provide a valuable opportunity for pupils to share their learning with their parents/carers
- To prepare pupils as they transfer from Key Stage 1 to Key Stage 2 to Secondary School

**Additional information:**

- Reading records will be handed in every week on a Friday to be checked by the class teacher/TA. Parents/ carers need to sign.
- Pupils are given access to a range of online platforms for them to use at home to support their learning.
- Spellings and multiplication tables will be tested in school on a weekly basis (Key stage 2)
- Feedback to home learning will be given, when and where appropriate, verbally
- Pupils should continue to read on a regular basis throughout each school holiday
- Year 6 will be set additional home learning tasks in preparation for end of Key Stage SATs and to support their transition to secondary school

**BBV Whole School home learning weekly programme:**

Year group(s)				
	Reception	1 & 2	3 & 4	5 & 6
<b>Reading</b>	<b>Reading &amp; sharing books</b> 5 x a week 10 min a night	<b>Read &amp; discuss with an adult</b> 5 x a week 15 min a night	<b>Read to an adult or independently then discuss</b> 5 x a week 20 min a night	<b>Read to an adult or independently then discuss</b> 5 x a week 20 min a night

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<b>Spellings</b>	<b>Learn key words or phonemes</b> 4 x a week	<b>Phonics/ spelling practice</b> 4 x a week	<b>Spelling/Grammar practice</b> 4 x per week	<b>Spellings/ Grammar practice</b> 4 x per week
<b>Maths</b>	Practise counting, recognising & writing from 1 – 20	Practise and learn number bonds (Year 1 & 2), times tables (Year 2)	Practise and learn number bonds, times tables & associated facts including division & conversion facts	Practise and learn number bonds, times tables & associated facts including division & conversion facts
<b>Maths</b>	Apply maths practically at home where and when appropriate			
<b>All year groups</b>				
<b>Knowledge Organisers</b>	Part of the home learning activities will be to revise knowledge organisers. Copies of these are available on the class pages on the school website. Pupils should use these to learn and practise knowledge for the topics, including key vocabulary and terminology. It is important that these are used and revisited throughout the year to ensure knowledge is embedded.			

<b>Home learning expectations and roles</b>	
<b>Teachers will:</b>	
<ul style="list-style-type: none"> <li>• Scaffold/ differentiate learning as needed by a group or individual</li> <li>• Provide feedback, where and when appropriate</li> <li>• Monitor that pupils are reading on a regular basis, and this is recognised and celebrated.</li> <li>• Communicate with parents if there are any concerns about a child's home learning. In addition, share any positives</li> </ul>	
<b>Pupils will:</b>	
<ul style="list-style-type: none"> <li>• Hand signed reading records and spelling books in on time</li> <li>• Respond to feedback given by adults (Parents, teachers, TAs)</li> <li>• Have a positive attitude towards home learning and give their best</li> <li>• Be prepared to discuss learning with an adult at home or in school</li> </ul>	
<b>Parents will:</b>	
<ul style="list-style-type: none"> <li>• Provide an appropriate level of support and be actively involved when required</li> <li>• Encourage a positive attitude and praise their child for doing their best</li> <li>• Support pupils with the organisation of their time</li> <li>• Encourage greater independence as their child moves through the school</li> <li>• Communicate with the teacher if there are any issues or concerns. In addition, parents are encouraged to share any positives.</li> <li>• Organise a quiet and calm space for their child to complete learning</li> <li>• Encourage discussion around learning in school and that completed at home.</li> </ul> <p>Example questions could include:  <i>What were you able to explain to others today?</i>  <i>What did you learn from others today?</i>  <i>What challenged you today?</i>  <i>Is there anything that you could teach us at home?</i>  <i>What were you most proud of today?</i></p>	

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*What learning is coming next?  
Explain to me...*

### **Monitoring and evaluating the policy**

#### **The Governing body (through the CT&L committee) will:**

- Have responsibility for the effective implementation, monitoring and evaluation of this policy.
- Delegate responsibility to the Headteacher to oversee the development, implementation and impact of this policy

#### **The Headteacher will:**

- Monitor the effective implementation, monitoring and evaluation of this policy
- Promote this policy by raising its status and importance
- Review it regularly through further consultation with staff and meetings with parents when appropriate
- Provide supportive guidance for parents
- Keep up to date with new developments and research with regard to home learning

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