



ST. CATHERINE'S BRITISH SCHOOL

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Lower School Home Learning Policy

Home Learning and Our School Values

- **Care:** Home learning is designed to support our younger pupils, with activities that are manageable, age appropriate and inclusive. We value strong partnerships with parents in supporting learning at home.
- **Dedication:** Tasks reinforce learning from the classroom and help children develop confidence, independence and positive learning habits.
- **Integrity:** Clear expectations encourage responsibility, honesty and pride in completing work independently.
- **Curiosity:** Home learning aims to spark interest and enjoyment, helping children develop a love of learning beyond the classroom.

Types of Home Learning

Home learning may include:

- **Reading:** Daily reading of books in various genres, alongside comprehension activities.
- **Mathematics:** Regular practice of mathematical skills via worksheets or online platforms.
- **Topic Research:** Assignments that involve research on topics being explored in lessons.
- **Creative Projects:** Encouraging creativity through projects, art, and crafts related to the curriculum.
- **Spelling and Grammar Practice:** Regular practice of spelling words and grammar exercises.
- **Talk Homework:** An opportunity for family discussion about current events, values-related topics etc

Amount and Frequency

1. **EYFS:** One activity per week, approximately 20-30 minutes of a range of tasks. Shared via the newsletter or class teacher. For example, sharing a book or 'talk' based activities.
2. **Key Stage 1:** Three tasks per week, totalling 30 minutes to 1 hour of paper-based tasks. Year 1 tasks will include reading, phonics and one other. For Year 2 tasks will also be stored online, home learning will consist of maths, reading and talk homework.
3. **Lower Key Stage 2:** Four or five short tasks, shared online, per week, totalling 1-1.5 hours covering spelling, maths, English and reading. Additionally, a topic-based home learning activity may sometimes be assigned, with some tasks being completed online. Any necessary worksheets will be provided and sent home in the home learning folders/books.
4. **Upper Key Stage 2:** Three or more longer tasks per week, totalling 2-3 hours and will be a mixture of online and paper-based tasks including maths, English, IPC or PSHE posted online. In UKS2, children may usually return tasks on paper, through a digital platform such as Google Classroom, or via email. Worksheets and other paper-based tasks will be marked and kept in a folder in each child's tray.

5. **Key Stage 2 Languages:** 30-minutes French homework and a Greek task every week with some additional reading time.

Feedback

- Feedback will be provided to children in a timely manner, emphasising constructive comments to promote improvement.
- KS1 feedback will be verbal.
- In KS2 children will receive a mix of verbal or written feedback depending on the task.

Roles and Responsibilities

- **Teachers:** Set appropriate home learning (on the day aligned with the year group), provide resources and feedback, and communicate effectively with parents.
- **Parents:** Support their children by providing a conducive environment for completing home learning and encouraging positive attitudes towards it.
- **Students:** Complete the home learning set, handing in tasks on time, and asking for help when necessary.

Incomplete and Missing Homework

- **KS1:** Parents of students in KS1 should expect class teachers to contact them directly to follow-up on incomplete home learning tasks.
- **KS2:** In Key Stage 2, regular completion of home learning is important in helping children develop independence, organisation and responsibility. While occasional lapses are understood, repeated failure to complete home learning, or work that does not meet expectations, needs to be addressed.
- Support and consequences will be tailored to each child and may include verbal reminders, communication with parents, time to complete work during break or St Cat's Time, or a meeting with parents to agree next steps. For Year 6 pupils, who are preparing for transition to Upper School, expectations are higher, and consequences may escalate more quickly to support readiness and independence.