



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Home Learning Policy 2026-2027

Then God said, "Let us make humankind in our image, in our likeness"

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a good quality education.*

Introduction

Guided parental support of learning is an essential part of a good education. It encourages children to become confident and independent in their learning and ensures continuity between the school and home learning environments

At Marlow C of E Infant School home learning refers to any learning activity that pupils are asked to do outside of normal lesson time. The activities are generally related to work that pupils are doing in school as preparation, consolidation or follow-up. It can be done by pupils working on their own or with the support of parents or carers.

Whilst most parents and carers appreciate the value and importance of home learning, some feel we set too little and some feel we set too much! In order to allow parents to support their children to the best of their ability without placing undue stress on family time, we have taken an approach of giving parents a range of suggestions on how to support their children's learning at home, without prescribing too much when, where or how much extra work should be done.

Aims

Through this policy we aim to:

- Ensure that a child's self-esteem is developed
- Ensure a consistent approach throughout the school
- Enhance, reinforce and extend opportunities to develop work and learning in our school
- Make sure that parents and carers have a clear understanding of how they can best support their children's education
- Develop independence and a sense of personal responsibility
- Improve the home/school partnership
- Prepare children for their next stage in education.

Home Learning platform – Microsoft Teams

In order to try and reduce the amount of paper and resources used, the school uses a digital platform, Microsoft Teams to share home learning with parents and carers. As a result, parents are able to access the home learning at a time convenient to them and messages/questions about the home learning can be loaded directly onto the platform.

The role of parents and carers

We encourage parents and other carers to support their children by:

- Providing encouragement and support to children when they require it
- Being creative in their approach to activities linked to the school curriculum (e.g. nature walks and games as well as reading and writing)
- Recognising home learning activities as a valuable aid to learning
- Encouraging and praising children when they have completed home learning
- Becoming actively involved in home learning activities with their children
- Providing feedback on the home learning

Whole school home learning

This activity is expected to be undertaken:

- The focus of this home learning will be the School Vision and Values and how they link to the School Charter.
- There will be 1 home learning sheet per half term which will contain creative and discussion-based tasks which will help children to understand the values and the charter. The values covered in this order:
 - Autumn 1 – Kindness
 - Autumn 2- Respect
 - Spring 1 – Perseverance
 - Spring 2 – Forgiveness
 - Summer 1 – Thankfulness
 - Summer 2 - Service
- There will be questions which will allow parents to explore the different elements of the charter with their children and how they relate to their life in and out of school
- This can be adapted by parents for the age of their children and the depth in which the children explore the values will be determined by them.

Year Group home learning

The following is a list of any regular, formal and informal home learning that will be set for the rest of the year. This has been significantly stripped back to allow families more flexibility in their approach.

These activities are expected to be undertaken:

Key Stage 1

- Daily reading
- Daily practice of Keywords (where relevant)
- Weekly spellings in Year 2
- Termly Science home learning for the school holiday
- Values Home learning set during each half term

Reception

- Daily reading (once reading books are sent home in the autumn term)
- Daily practice of Keywords (once reading books are sent home in the autumn term)
- Termly Science home learning for the school holiday
- Values home learning set each half term

These activities are optional:

Each week, teachers will also load home learning activities linked to the year group's curriculum onto Microsoft Teams. Each task will support the learning that has been going on in the classroom that week. They will go 'live' every Friday afternoon.

Key Stage 1

- A maths task
- An English task
- An activity related to one other area of the curriculum.

Reception

- An activity linked to one of the 7 areas of learning in the Early Years Foundation Stage Curriculum

Children can complete these activities and are able to 'hand in' completed tasks if they want to.

Will the optional home learning tasks be marked?

As this home learning is set by teachers for children whose parents wish to support them with additional learning at home. As this home learning is optional, teachers will not mark it or give feedback.

Supporting children with their home learning

We are happy for parents to support their children with their home learning, and sometimes the activities will need an adult to help. Parents are encouraged to ensure that their children complete the activities to the best of their ability and present any written work neatly.

Time and place considerations

It is important:

- To establish a good routine for home learning (which will depend on existing family routines and culture) including:
 - When and where it should be completed
 - Setting out expectations
 - Linking home learning to a specific routine
- To do home learning in a quiet place away from the distractions of television and technology (unless the task is technology based)
- To adapt the home learning environment to the needs of the child:
 - Some children need to work by themselves
 - Some children need to have parents nearby to help keep them on task and to answer questions when problems arise
- Not to spend too long on a Home Learning task in one 'sitting'
 - Children should spend no more than 20-30 minutes on curriculum task at any one time. Suggestions made on the website will allow parents to pitch tasks at a level which stretches their child without causing frustration

Feedback at home - General

Children need to know how well they have done and what they could do better and children will be encouraged to discuss things they have learnt at home in class.

Feedback at home should:

- Be given in a positive and supportive manner which will enable children to understand their next steps in learning
- Praise the process rather than the person or the outcome

Carol Dweck's famous study on growth mindset praise shows how big of an impact words have on our mindsets. The study showed that students who received praise focused on their efforts and strategies enter a growth mindset, work harder, become more resilient, and perform better than pupils who were praised for their talents and abilities – these students will likely enter a fixed mindset. For more information see: *'Mindset: How You Can Fulfil Your Potential'* by Carol Dweck

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Wider learning considerations for parents

- Give your child confidence through praise and encouragement
Provide specific praise that focuses on a particular aspect of their work. Comments such as “I like the way you have.....” is more effective than “You are clever!” (*see above*)
- Read to and with your child as much as possible
- Encourage your child to observe and talk about what they see, feel, think etc
- Make use of your local library
Look out for special events eg the summer reading challenge
- Visit museums and other places you think your child may find interesting especially to support the current school topic
- Try to find a reasonably quiet and suitable place for your child to do their home learning and show that you and all the members of the family value and respect the homework activity
- Try to set time aside to support home learning activities whilst also allowing some independence when appropriate
- Encourage your child to discuss home learning with you, including feedback from teachers
- Try to help your child see the enjoyable aspects of home learning

Remote Learning

Attendance is mandatory for all pupils of compulsory school age but the School will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. It is a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these circumstances, pupils will have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Remote Education encompasses learning that happens outside a classroom when the teacher is not present in the same location as the pupils. A variety of methods can be used to conduct remote learning and this includes digital platforms and paper-based resources.

At Marlow C of E Infant School, we aim to deliver remote learning for our pupils, when needed, based on the planned face to face curriculum. The resources and methods will differ somewhat to those that are used in face to face teaching but there will be some resources and methods that are the same. The aim is to deliver learning that will allow the children to progress through the curriculum and to limit how much they will have to catch up when they return to school. Given the age of the pupils that attend our school, we are very reliant on the support of each child's parents and/or carers to be able to access the learning. This fact has determined how we have chosen to design our remote learning offer.

For those pupils and families that do not have internet access, a suitable device for their child to use or printing facilities, the school office will need to be contacted and we will do everything we can to support those pupils. We will try and accommodate all students, including children with SEN or those who are more vulnerable, and consider different levels of learning.

Teacher Involvement

Teachers are not expected to provide bespoke individual lessons for pupils. For those families at home and completing learning, who may need support, teachers will be teaching during the school day but will contact you as soon as they can. If there is anything urgent, families are encouraged to contact the school office for support in the first instance.

Feedback via comments will be provided by the class teacher in response to learning shown. Teachers will build in time during their planning time to respond to 'at home' learners and they will monitor the Remote Learning platforms regularly.

Communication by teachers to pupils and parents will only be made through official outlets such as the Home Learning platforms or the office email address. Personal emails or numbers will not be used and teachers are advised to refrain from communicating outside of school hours unless totally necessary.

Teachers will respond to any work put up on the home learning platforms at a time that is convenient and manageable.

Review

This policy will be reviewed on an annual basis.

Policy reviewed: September 2026

Date of review: September 2027