



HOME LEARNING GUIDANCE

1. Rationale

Home learning at Franciscan Primary School is a meaningful extension of the learning that takes place in our classrooms. It reflects our belief that learning is a lifelong process and that knowledge, skills and curiosity continue to grow beyond the school day. Our home learning approach reinforces our Teaching and Learning Guidance, which values adaptive instruction, oracy, metacognition, and purposeful practice.

The purpose of home learning is to consolidate what pupils have been taught in school, offer opportunities for exploration and research, and help cultivate independence and a love of learning. It promotes intrinsic motivation by enabling children to choose tasks that interest them, while also strengthening the partnership between school and home. In doing so, it helps pupils develop confidence, self-regulation and responsibility for their learning.

2. Aims

Through our home learning provision, we aim to ensure that pupils reinforce and apply classroom learning in a variety of contexts, build new knowledge through enquiry, and develop habits that support long-term academic success. Our approach encourages them to reflect on their learning, discuss ideas with family members, and engage in creative and practical tasks that broaden and deepen their understanding. In this way, home learning supports the development of confident, articulate learners who are equipped to think critically and independently.

3. Principles Underpinning Home Learning

Home learning at Franciscan mirrors the principles that underpin teaching and learning across the school. Tasks are designed so that all children can access them, reflecting our adaptive teaching approach. Activities contain scaffolds where appropriate or offer different levels of challenge, enabling children to participate meaningfully regardless of their starting point. Many tasks encourage discussion, explanation or presentation, aligning with our commitment to developing strong speaking and listening skills, which are central to our pedagogical approach

4. Structure of Home Learning

The Half-Termly Home Learning Grid

Each half term, children receive a *Homework Grid* that outlines a menu of activities linked to the current curriculum learning. The grid brings together tasks from across the curriculum - such as science investigations, creative arts projects, writing opportunities, mathematical challenges, digital activities, and PSHE reflections - allowing children to experience learning in a holistic and interconnected way.

Pupils choose one or two activities each week and aim to complete the grid by the end of the half term. This approach offers flexibility and choice, helping children and families balance school expectations with home routines. It also encourages autonomy: children select tasks that appeal to their interests, strengths or areas for development. This choice-based model increases motivation and supports children in becoming independent learners.

The grid also includes reminders of ongoing weekly expectations, such as daily reading, spelling practice, or subscription platforms, reflecting the consistent routines embedded in our current practice.

5. Roles and Responsibilities

Pupils

Pupils are encouraged to take ownership of their home learning by selecting tasks thoughtfully, managing their time across the half term, and completing activities with care and pride. They are expected to bring work into school so that it can be celebrated, shared and, where appropriate, used to support in-class learning.

Teachers

Teachers are responsible for designing home learning grids that align closely with curriculum objectives and the learning taking place in class. Tasks are varied, purposeful and accessible, reflecting the adaptive and inclusive ethos outlined in the Teaching and Learning Policy.

Parents and Carers

Parents and carers play an important supporting role by providing time, space and encouragement. While children should be developing independence, parents are encouraged to discuss ideas with their child, listen to their explanations, and celebrate their achievements. Communication is welcomed where children need additional support or adjustments.

7. Inclusion

Home learning is designed with inclusivity at its core. Tasks are open-ended and allow children to engage at different depths, ensuring all pupils - including those with SEND, EAL learners or those requiring additional support - can participate meaningfully. Teachers provide scaffolds, models or alternative activities when appropriate, ensuring equity of access. The flexibility of the grid model also empowers families to choose activities suited to their child's individual needs.