



Hillcross Primary School

Home Learning (Homework) Policy

Mission, Vision and Culture

At Hillcross we nurture our children to think critically and creatively within a collaborative community.

Our outstanding practice ensures our children meet their full potential, both personally and academically, and provides opportunities for them to develop their unique talents and skills. As a nationally recognized Thinking School, we nurture an empathetic community of creative and critical thinkers. We achieve success for all through our dynamic and ambitious curriculum, inclusive learning, promoting fairness and celebrating diversity.

Through our school culture of high aspiration, embracing challenge, acting with compassion, a shared responsibility and by showing respect for all, we aim to develop a resilient school community of compassionate global citizens.

Aims

Children learn all the time both in and out of school. There are many benefits to targeted home learning activities including challenging and inspiring children's interests, consolidating their existing skills and developing their independence. Home learning also provides an opportunity for children to make links between the learning they do in school and other areas of their life. At Hillcross this will be achieved through a mixture of activities and approaches linked to the learning themes the children will be following in school.

Home learning/homework at Hillcross will enable children to:

- Consolidate the knowledge and practice the skills that have been learnt in school, especially key concepts and skills in English and maths.
- Develop confidence, good habits and self-discipline with regards to their own personal study.
- Develop thinking skills through the use of a range of thinking tools.
- Learn in collaboration with their parents/carers and other family members.
- Develop independent learning skills to prepare children for secondary school learning.

Home learning should be:

- Carefully planned so that it links to the learning taking place in school.
- Appropriate in length and frequency for the children's age and ability (typically not more than 1 hour per week in total in KS1; and not more than 2 hours in KS2).
- Varied in nature – whilst we recognise that reading, writing and maths (including spellings, grammar and key word learning) are important, we place high emphasis on learning within all curriculum areas.
- Adapted to the needs of each child (some children will need parental support throughout, whilst others will be able to work independently).
- Feedback given as appropriate, in line with our [Feedback Policy](#), when submitted on Google Classroom on time.



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Content & Organisation

- Daily/weekly homework expectations are set out on the table below.
- If homework is not submitted ('turned in') to staff on time, or if the work is consistently not of a good enough standard (quality and quantity), this will be logged and monitored regularly by the class teacher and the AHT with responsibility for Teaching and Learning. Where children persistently do not complete their home learning, the school will work closely with families to address the challenges they are facing. This may be a phone call, or a meeting, which could have a range of outcomes, including children missing playtimes and lunchtimes to complete work in school. For information on Home Learning Presentation Expectations, please go to the Home Learning page of the school website. Link here: <https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework>

Nursery		
<ul style="list-style-type: none"> • Shared Reading (parent reads to child) – 5 times a week recorded in Yellow Reading Record. Termly Reading skills cards will be provided to support parent in discussing stories and books at home • Fine Motor (Handwriting) - Parents are encouraged to 'play' with their child on a fine motor activity at least daily for 5 minutes and must always encourage the correct pencil grip when children are mark making (drawing, painting, 'writing'). Please refer to the nursery Home Learning website page for ideas to support this. • Maths Fluency - daily activities woven into everyday life. Please refer to the nursery Home Learning website page for ideas to support this. There will also be links to other useful websites. 		
For more details, please refer to the Nursery Home Learning page: https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/nursery		
Reception		
<ul style="list-style-type: none"> • Shared Reading (parent reads to child) recorded 5 times a week in line with our Reading Pledge in the Yellow Reading Record. • When your child is able to read a phonetically decodable text, one colour-banded reading book and one Phonics International story card will be sent home each week.* • Maths Fluency - daily activities woven into everyday life. Please refer to the Reception Home Learning website page for ideas to support this. There will also be links to other useful websites. This includes opportunities to practise fluency using 'Numbots' through the Times Table Rockstars website. • From January, for those children whose fine motor skills are sufficiently developed, parents are asked to <u>supervise</u> daily handwriting practice for 5 minutes everyday making reference to the Handwriting videos on the school website for accuracy. Link here: https://drive.google.com/drive/folders/1JuwAvABLe2zyTASYPbKDYafb-fA4_V5. Parents are encouraged to buy whiteboards and dry wipe pens for their children to practice handwriting at home as children tend to find this method of practice more appealing and it is also more financially and environmentally sustainable than using paper. 		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Fine Motor (Handwriting) - refer to the Nursery above). • Daily phonics activity • Key words (reading) as directed by the key worker 	<ul style="list-style-type: none"> • Weekly phonics & handwriting uploaded on Google Classroom. • Key words (reading & spelling) as appropriate 	<ul style="list-style-type: none"> • Weekly phonics & handwriting uploaded on Google Classroom. • Key words (reading & spelling) as appropriate
<p>*The children are able to change their books more frequently if they wish to do so.</p> <p>To support your child at home, we will share information about our weekly focus in reading & maths lessons via Google Classroom, which will include suggestions for things you can do and/or areas for you to focus on when working with your child at home. This does not have to be evidenced and it is for your reference only.</p>		



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For more details, please refer to the Reception Home Learning

page: <https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/reception>

Year One - Weekly Expectations

- Reading (child reads to parent) recorded 5 times a week in line with our Reading Pledge in the Yellow Reading Record.*
- [Phonics worksheets as directed by the class teacher- 3-5 times a week.](#)
- A maths activity will be set on Google Classroom each week - completed work will be evidenced via Google Classroom (This may include photos). This includes opportunities to practise fluency using 'Numbots' through the Times Table Rockstars website.
- **Parents are asked to supervise daily handwriting practice for 5 minutes every day making reference to the Handwriting videos on the school website for accuracy.** Parents are encouraged to buy whiteboards and dry wipe pens for their children to practise handwriting at home as children tend to find this method of practice more appealing and it is also more financially and environmentally sustainable than using paper.

*The children are able to change their books more frequently if they wish to do so.

To support your child at home, we will share information about our weekly focus in reading & maths lessons on Google Classroom, which will include suggestions for things you can do and/or areas for you to focus on when working with your child at home. This does not have to be evidenced and it is for your reference only.

For more details, please refer to the Year 1 Home Learning page:

<https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/year-1>

Year Two - Weekly Expectations

- Reading (child reads to parent) recorded 5 times a week in line with our Reading Pledge in the Yellow Reading Log.*
- Phonic/Spelling Key word activities as directed by the class teacher- completed work will be evidenced via Google Classroom (This may include photos).
- A maths activity will be set on Google Classroom each week - completed work will be evidenced via Google Classroom (This may include photos). This includes opportunities to practise fluency using 'Numbots' through the Times Table Rockstars website.
- [Reading Comprehension once a week.](#)
- **Parents are asked to supervise daily handwriting practice for 5 minutes every day making reference to the Handwriting videos on the school website for accuracy.** Parents are encouraged to buy whiteboards and dry wipe pens for their children to practise handwriting at home as children tend to find this method of practice more appealing and it is also more financially and environmentally sustainable than using paper.

*The children are able to change their books more frequently if they wish to do so.

To support your child at home, we will share information about our weekly focus in reading & maths lessons on Google Classroom, which will include suggestions for things you can do and/or areas for you to focus on when working with your child at home. This does not have to be evidenced and it is for your reference only.

For more details, please refer to the Year 2 Home Learning page:

<https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/year-2>

Year Three and Year Four - Weekly Expectations

- Reading (child reads to parent and/or independently) recorded 5 times a week in line with our Reading Pledge in the Yellow Reading Log.*
- Times Table Rockstars- completed with a minimum of 30 minutes across the week (via the website/app) in line with our Times Tables Pledge. This will be monitored by teachers via the App.
- [Targeted maths fluency as directed by the teacher \(including number bonds, place value etc.\) - completed work will be evidenced via Google Classroom \(This may include photos\).](#)
- An English grammar-based activity will be set on Google Classroom each week- evidenced via Google Classroom.
- [Reading Comprehension once a week.](#)
- Targeted spelling activities as directed by the class teacher - completed work will be evidenced via Google Classroom (This may include photos).

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For more details, please refer to the Year 3 Home Learning page:

<https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/year-3>

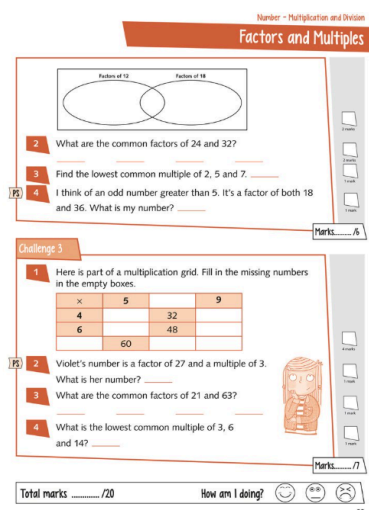
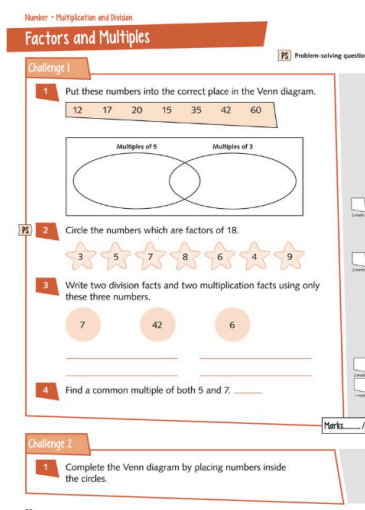
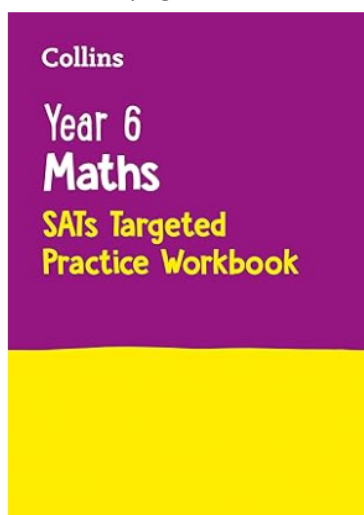
For more details, please refer to the Year 4 Home Learning page:

<https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/year-4>

Year Five and Year Six - Weekly Expectations

- Reading (child reads to parent and/or independently) recorded 5 times a week in line with our Reading Pledge in the Yellow Reading Log.*
- To help prepare children for secondary school transition, end of Year 6 standardised tests and to allow children to take more responsibility of their home learning, children in Year 5 and 6 will send home booklets each week. These will consist of:
 - A grammar revision booklet
 - A maths revision booklet
 - A reading comprehension booklet

Each week, children will be expected to complete a topic in each of the booklet. Below is an example of the one of the books and the pages children would expect to complete:



The expectation is that children bring all the booklets in by Wednesday so that teachers can provide and model feedback. Topics chosen should reflect learning that has already taken place in the classroom so that children can practise and apply skills.

Adaptive Teaching:

For children not working within the curriculum, they will be provided with work in the year group they are working.

*The children are able to change their books more frequently if they wish to do so.

For more details, please refer to the Year 5 Home Learning page:

<https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/year-5>

For more details, please refer to the Year 6 Home Learning page:

<https://www.hillcross.merton.sch.uk/our-learning/home-learning-homework/year-6>

Wider Curriculum Home Learning

The half termly **Year Group Curriculum Newsletter** will contain topic-related activities and ideas that families may wish to complete. These are optional but please share if you complete these or any other related activity via Google Classroom or verbally as this helps to get a better view of the children's knowledge and understanding.



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Class teachers will set the whole team additional specific subject related home learning **once every half term**.

Class teachers may 'set' specific children, or groups of children, additional tasks if they feel that the children would benefit from some pre-learning or where they have identified in a lesson that children need to consolidate the learning that has taken place, or revisit previous learning. **This could include skills from wider curriculum subjects which children need to practice.**

Google Classroom

In line with our Remote Learning Policy, which is in place to support children continue their learning in the event of self-isolation and/or further partial school closures, it is important that all families in the school know how to use Google Classroom as this will be the platform via which remote learning is set. Therefore, all year groups, from Nursery to Year 6, will now be using this platform for their home learning.

Google Classroom can be accessed via a desktop computer or laptop and the Google Classroom app can also be downloaded onto smartphones and tablets. Families will be required to log on to their child's Google Classroom using their usernames and passwords. Resources uploaded to Google Classroom, where possible, will be downloadable and printable but the idea is for children and families to familiarise themselves with working online. To support children, parents and carers familiarise themselves with Google Classroom, this video has been created: <https://www.youtube.com/watch?v=MY55ap0THfo>

How will work be set and submitted?

Teachers will set home learning including any resources they will need to complete the work (such as PowerPoints, learning guides, videos and on-line links) and schedule them to be uploaded onto Google classroom for children to access **at 4pm each Friday**. Families will have until 8.00am on the following Wednesday to complete and 'turn in' their work. For Children in Year 1 to 6, if home learning is not handed in by 8.00am on the following Wednesday morning, or if it is only partly completed or is not to a standard that we know the child is capable of, this will be logged as explained above and followed up with children and/or parents as appropriate. Children may complete the work set on paper/card, project books or in any way that suits your circumstances, but please take a photo of their completed work and 'turn it in' via Google Classroom. Where appropriate, parents may decide to help their child present their work on a Word document or PowerPoint slides which can be 'turned in' the same way.

Google Classroom allows for learning to remain available to families even after the completion date, so that it can be accessed at a pace that suits each family. However, we cannot guarantee that feedback will be given in relation to work that is submitted after the original completion date. To see the feedback given, you will need to return to the piece of work. Please try to do this regularly so that you can apply the suggestions made to future pieces of learning.

Adaptive Teaching

In agreement with the Inclusion Leader, differentiated paper home learning can be provided by class teachers to children identified as needing further support with their learning.

EYFS, Year 1 and Year 2 children

Whilst most of our older children will be able to use Google Classroom independently, we recognise that for our younger children, parents will need to take the lead role in using Google Classroom. **We do not expect children in EYFS, Year 1 and Year 2 to manage Google Classroom themselves.**

Teacher's Responsibilities

- The teacher will ensure that Home Learning opportunities are in line with this policy.



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- The teacher will provide feedback to the children in line with the [Feedback Policy](#)- this **could be** individual/whole class feedback on Google Classroom, individual/whole class verbal feedback during daily learning in school etc.
- Teachers will explain the 'set' home learning each week on a Friday afternoon and ensure it is available via Google Classroom by 4pm.
- Teachers will monitor Reading Logs (see appendix 4).

Children's Responsibilities

- Children are responsible for completing their home learning tasks on time and to the best of their ability.
- Children will complete home learning tasks to a high standard of presentation expected in school and will complete written home learning tasks using the Hillcross cursive script (where appropriate)
- Children will work in partnership with their parents/carers and value the support being offered to them.
- Children will talk to a member of staff, as soon as possible, if they need any additional support or guidance to complete tasks set

Parent/Carer Responsibilities

- Parents/carers will encourage and support their children to complete home learning tasks on time and to the best of their ability.
- Home learning tasks will be completed or 'turned in' via the online through Google classroom and be presented in line with this policy.
- Parents/carers will work in partnership with their children but, **wherever possible, ensure that the children take increasing responsibility for completing the work set.** If the children need a lot of support please let the teacher know so that home learning can be adapted accordingly.
- Parents are also encouraged to speak to a member of staff if they do not understand the homework set or if they are unsure how to help their child. It is often a long time since parents have had to think about the concepts being taught and in some cases the strategies children are expected to use as part of the curriculum have changed since they were taught at school.
- Parents/carers will praise their child for their efforts, making it clear that they value work done at home.
- Parents/carers will talk to a member of staff as soon as possible if they or their child need any additional support or guidance to complete tasks set.
- Parents/carers can comment on home learning tasks where appropriate using Google Classroom to inform staff of key information such as how much help was provided, if there were any areas children found particularly easy/difficult and any other pertinent information. These comments are valued by staff and form an important aspect of a teacher's assessment of a child's progress and development over time.
- Parents/carers are encouraged to attend any curriculum workshops or other family learning opportunities that will help to develop their own skills, knowledge and understanding in order to support their child's home learning

Help for parents

Please go to the Home Learning page of the school website for more information about how to support your child's learning at home. There is general information on the main page but additional age specific suggestions on Year Group Home Learning pages too.

Monitoring



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This policy will be monitored by the Leadership Team. The Leadership Team will collect in the Yellow Reading Logs, monitor Times Table Rockstars usage and monitor individual Google Classrooms to ensure consistency across the school. Class teachers will log incomplete Home Learning via SIMs on a weekly basis; this will be monitored by the Leadership Team. Pupil voice will be undertaken to identify aspects that are working well and those that require further development.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the latest version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

Monitoring and Evaluation

Written: April 2017

Reviewed: [September 2025](#)

Date of next review: [September 2026](#)

Appendix 1



Hillcross Primary School



The Hillcross Reading Pledge

Reading is *power*. We read today for a *powerful* tomorrow.




As a school, **we pledge** to share a 'Class Reader' with you every day for 10 minutes.
This could be a narrative, non-fiction or poem.

In return, **you pledge** to read at home for a minimum of 10 minutes every day
(we encourage you to read for longer whenever you can).


By following this pledge,
you will read over 140,000 words every year!
This will not only help you improve as a reader but as a learner.

Appendix 2



The Hillcross Times Table Pledge

It is better to *solve one problem five different ways* than to *solve five problems one way*.



As a school, we **pledge** to devote 10 minutes every day to practise times tables. This could be through a recall game or a teaching strategy.

In return, **you pledge** to practise your times tables at home, every day, for a minimum of 10 minutes.

By following this pledge, you will become **more efficient mathematicians** and be **confident in applying** your knowledge to different contexts in mathematics.

Appendix 3



Hillcross Primary School



The Hillcross Handwriting Pledge

Taking care with our *handwriting* enables us to *communicate* with *clarity* and *precision*.

As a school, we **pledge** to teach and demonstrate a fully cursive style and to give you opportunities to learn and practise this every week at school and at home.

In return, you **pledge** to write using our school cursive style.



The Alphabet

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

Appendix 4:



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Hillcross Reading Record Expectations

In line with our 'Reading Pledge', this record will be used by families to record reading completed at home. Reading is crucial to children's future success across the curriculum therefore this should happen at least 5 times per week.

Nursery:

- Teachers will check reading records at least once a week and will either initial or sign to show this.

Reception and Year 1:

- As early reading, including segmenting and blending, becomes increasingly important in allowing children to make progress as readers, teachers will check reading records at least once a week and will either initial or sign to show this. Most weeks they will also provide brief written feedback in relation to your child's reading.

Year 2 - Year 6:

- As children move to whole class reading lessons, teachers will check reading records at least once a week and will either initial or sign to show this.



Hillcross Reading Pledge

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In return, **you pledge** to read at home for a minimum of 10 minutes every day (you can read for longer if you would like to).

This will not only help you improve as a reader but as a learner. **By following this pledge, you will read over 140,000 words every year!**

❖ Every time you read, **you** need to take responsibility and make a note of this in your communication book with the date and book title.

❖ Once a week, **your parents** will take responsibility to check and sign your communication book.

❖ Once a week, **your teachers** will take responsibility to check and sign your communication book.

Teacher Signature:

Child Signature:

Parent Signature: