



Happy Learning Partnership

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

ESI: Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support health and well-being for all and remove barriers to personal ambition

Ensuring that our curriculum at all phases reflects the needs of all learners and is appropriately broad, diverse, creative and ambitious

Striving for excellence; acting quickly to challenge any areas of underperformance and providing effective and responsive support to settings so that all learners receive a high quality of education

MNOC: Ensuring that our education system equips learners with the knowledge and skills so they are able to succeed wherever they are, either within or beyond the Bailiwick, now and in the future

1. Our Vision & Values

At La Houquette, we believe education is a life-long process that doesn't end at the school gates. We work in partnership with parents to inspire children to understand the value of effort and challenge.

Our "Learning at Home" approach is underpinned by our core values:

- **Respect:** Caring for our community and listening to others.
- **Kindness:** Including everyone and helping each other.
- **Best Effort:** Showing a **Growth Mindset** and never giving up.
- **Honesty:** Being truthful with ourselves and others.
- **Pride:** Celebrating our families, school, and island.

Rights Respecting Focus: This policy specifically upholds **Article 28** (Right to Education) and **Article 29** (Goals of Education).

2. Purpose & Aims

The goal of "Learning at Home" isn't just to "do work," but to:

- **Foster a Love of Learning:** Helping children see that learning happens everywhere.
- **Reinforce Skills:** Practicing what was already taught in class to build fluency.
- **Build Independence:** Developing the self-discipline needed for secondary school.
- **Strengthen Partnerships:** Giving parents a window into their child's progress.

3. Homework Expectations by Year Group



We prioritize **quality over quantity**. Research shows that the impact of homework can actually diminish if it becomes too time-consuming.

Year Group	Daily/Weekly Time Guide	Key Activities
Early Years	~10 mins (weekly)	Reading, Phonics practice, and occasional topic projects.
Year 1 & 2	~10 mins per day	Daily reading, phonics/maths practice, and spelling sheets (Yr 2).
Year 3 & 4	~20 mins per day	Independent/adult reading, CUSP spelling, and "Number Sense" maths.
Year 5 & 6	~30 mins per day	Daily reading, mental maths (e.g., Hit the Button), and weekly Literacy/Maths tasks.

Note: Year 5 and 6 may occasionally have "one-off" projects, such as Greek mythology research or space projects.

4. Roles & Responsibilities

For Staff

- **Adaptation:** Tasks should be adapted for individual needs where appropriate.
- **No "New Learning":** Homework is for practice and reinforcement only; no brand-new concepts.
- **Feedback:** Feedback may take the form of teacher marking, peer-marking, or whole-class discussion to ensure students understand their next steps
- **Well-being:** Children will **never** be kept in at playtime for incomplete homework.



For Parents & Carers

- **Environment:** Provide a peaceful, well-lit space for study when possible.
- **Encouragement:** Praise effort and help explain the value of the task.
- **Communication:** Use the reading record or homework book to share feedback with teachers.

For Pupils

- **Positivity:** Tackle tasks with a "can-do" attitude.
- **Ownership:** Ask the teacher for help *before* the deadline if a task is confusing.
- **Organization:** Take pride in presentation and return books on time.

5. Guidance for Absence

- **Illness:** Staff may set extra work to help a child catch up if they have been unwell.
- **Holidays:** To maintain equity and focus on classroom learning, staff will **not** set homework for children taken out of school for holidays.

Policy: Jan 2024
Reviewed: Sept 2026
Review July: 2027

Appendix

From EEF best practice:

1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.
2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).



The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject.

Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.