



“Learning communities build shared understandings and agreements for the highest quality learning and teaching, and for the wellbeing of their members. In PYP schools, these understandings and agreements encourage critical and creative thinking through continual inquiry, action and reflection, which places students at the heart of learning.” International Baccalaureate

1 RATIONALE

Our home learning routines aim to strengthen the partnership between home and school, recognising parents as active members of the learning community. We believe that clear communication about learning helps parents gain a deeper understanding of their child's educational journey, empowering them to confidently discuss and support learning at home. Through consistent routines and communication, home learning establishes a strong foundation for children's growth, wellbeing, and agency. It complements classroom teaching by reinforcing key skills, encouraging independence, and providing opportunities for students to engage actively in their learning.

We recognise that family time, extracurricular activities, and sleep are vital to a child's development. Home learning should be a positive experience that supports, rather than hinders, a child's wellbeing. If a task is not completed due to family commitments or difficulty, we ask parents to notify the teacher so we can provide support in school.

2 OUR APPROACH TO HOME LEARNING

Our approach to home learning is built upon a foundation of consistency and routine, ensuring that activities are predictable and manageable for families. To encourage student confidence and to minimise frustration, all tasks are designed solely to consolidate and practice concepts already mastered in the classroom - new learning will not be introduced. Above all, we are committed to equity and accessibility, providing activities that are inclusive for every child and family regardless of their resources, digital access, or prior expertise.

3 COMMUNICATION & RESOURCES

A classroom newsletter called 'Home Learning Links' is shared with families every 2 weeks. This provides an overview of what students are learning in each curriculum area and may recommend how adults may support at home. The Home Learning Links newsletter is sent to parents via the ESF App newsfeed.

Resources for supporting home learning can also be found in the Home Learning Links newsletter. Any resources required to support home learning will be found in each child's Home Learning Folder, (often referred to as the 'stripy folder'), or as directed.



4 HOME LEARNING ROUTINES

4.1 English Language: Daily Reading (10–20 minutes)

All students are encouraged to engage in daily home reading to foster a love for literature and fluency.

- **Routine:** Students bring home a levelled reader or novel each day in their Home Learning Folder.
- **Action:** Parents are kindly requested to sign the diary to confirm that their child has read. We encourage brief discussions about the plot or characters to build comprehension.

4.2 Mathematics: Weekly Skills Practice (20–30 minutes per week)

To consolidate mathematical fluency, students are encouraged to use the Mathletics online platform.

- **Routine:** Tasks are set to reinforce concepts already taught in class.
- **Action:** We recommend completing this in one or two short sessions. If a student finds a concept difficult, please stop and notify your child's teachers so they can revisit the concept in class.

4.3 Chinese: Daily Language Practice (10–20 minutes)

Consistent, brief exposure is key to language acquisition.

- **Routine:** Students bring home a Chinese reading book weekly in their Home Learning Folder.
- **Skills Practice:** Suggestions for vocabulary, sentence building, or character writing are highlighted in the Home Learning Links newsletter.
- **Action:** We recommend a 'little and often' approach rather than a single long session to improve memory retention and engagement.

4.4 Situational Unit of Inquiry or Other Learning Assignments (varied)

To extend unit concepts beyond the classroom and apply critical thinking to real-world contexts, periodic tasks or project-based assignments may be assigned throughout the school term.

- **Routine:** Assignment instructions will be detailed in the Home Learning Links or sent home in the Home Learning Folder.
- **Action:** Parents are asked to support their child's inquiry by discussing ideas and asking open ended questions, support children to take ownership of their research and/or creation.

5 ACKNOWLEDGEMENT & FEEDBACK

We believe that home learning is most effective when it is celebrated and acknowledged back in the classroom. While home learning is designed for practice and consolidation rather than formal learning, teachers will recognise student efforts in appropriate ways, including:



- **Acknowledgement of Effort:** Teachers/EAs will regularly check reading diaries and online platforms (such as Mathletics) to monitor engagement and provide encouragement.
- **Classwork Integration:** Where appropriate, home learning tasks will be linked to classroom discussions, allowing students to share their progress and successes with their peers.
- **Responsive Support:** Home learning serves as a form of monitoring student learning for teachers. The teacher will use this information to provide additional targeted support where this is necessary.

6 ROLES AND RESPONSIBILITIES

To ensure home learning is a positive and productive experience, we have clearly defined the collaborative roles of our school community, supporting an environment where teachers, parents, and students work together.

- **Teachers:** Monitor student participation and progress in home learning, using this information, alongside classroom assessment, to identify needs and follow up with support where necessary.
- **Parents:** Support their child by providing the necessary time, space, and encouragement, with the explicit understanding that they should stop a task and notify the teacher if it causes their child distress.
- **Students:** Engage consistently with home learning tasks, take responsibility for completing them to the best of their ability, and communicate any difficulties so that support can be provided.