



**Newton British Academy
Barwa City**

EYFS Home Learning Policy

Policy Date: June 2025 - June 2027

Review Date: June 2026

*"An international community of learners striving for
excellence and celebrating success"*

Introduction

This policy outlines the purpose, nature and aims of home learning at Newton British Academy. We believe that home learning is any activity instigated by teachers, parents or carers that takes place outside of the school day.

Students learn best from the mutual support of parents and teachers. At NBA we see home learning as an important way of establishing a successful dialogue between teachers and parents. Home learning must be motivating for the students and reflective of the work that takes place in class. We want home learning to be an enjoyable and rewarding experience for both students and parents.

NBA acknowledges the vital role of play and free time in a student's growth and development. Whilst home learning activities are important and should be completed, they should not prevent students from taking part in the wide range of out of school clubs and organisations that play a significant part in the lives of many of our students.

NBA's home learning provision should challenge students to think creatively, consolidate their in-school learning but not overly impact their out of school activities. We would encourage parents to communicate with their student's class teacher if this is not the case.

Aims of home learning at NBA

- To reinforce and consolidate learning taking place in school
- To allow students to practise skills taught in school
- To extend learning beyond the classroom environment
- To help students develop their skills as independent learners
- To promote a partnership between home and school
- To enable all aspects of the curriculum to be covered in sufficient depth
- To help students develop good work habits for the future
- To challenge and deepen the understanding of the curriculum

Roles and responsibilities

Students

- To listen and read carefully to instructions given by their teacher when the home learning activities are set; and to ask for clarification immediately if needed
- To complete the home learning activities to the best of their ability; following the same expectations of presentation, accuracy and care that are expected at school
- To complete and return their activities on or before the deadline
- To try their best to work independently, where appropriate
- To speak to their parents/teachers if they have any concerns about their home learning activities

Class teachers

- To ensure that home learning has purpose and is linked to NBA's curriculum
- To adhere to the guidance provided in the EYFS Home Learning Policy
- To ensure that all the students in their class are able to access the home learning activities
- To ensure the students are sufficiently challenged and extended
- To give relevant feedback about the activities completed
- To provide an explanation of home learning activities to parents as well as guidance about how to assist their child
- To give clear guidance regarding if a task is to be completed independently or in partnership with the parents

Please note: that all EYFS homework should be completed with the assistance of an adult.

Parents/Carers

- To support NBA by showing their student that they value home learning
- To provide a quiet and calm space to learn
- To support NBA by ensuring that their student tries their best when completing their home learning activities
- To encourage their children to complete the activities independently when appropriate
- To discuss the activities with their student and offer support where needed
- To communicate with the school if there are any questions or concerns with their student's home learning activities
- To help their student manage time so that they are able to complete the activities before the deadline

How much time should be spent on home learning activities?

NBA does not want to overwhelm the students or create stress within a student's family. If parents have concerns that the activities set are overwhelming or unmanageable they should communicate this to their student's teacher.

Time spent on a task will vary depending on the student's level of engagement and ability to access the activity. Home learning activities will be set to allow at least three school evenings or weekend days to complete.

What will home learning activities look like?

Home learning activities will be set weekly on a Thursday and students will have the weekend to complete the activities ready to be submitted the following Monday (5 days). Activities will include reading, basic maths skills and either fine motor skills, such as bead threading, paper cutting and tweezer work for F1 or Tricky word spelling for F2. Please see a detailed breakdown for each year group below which will help you organise your student's time:

Foundation 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| Share a story Active Learn and / or physical book (parents reading) 10 minutes | Share a story Active Learn and / or physical book (parents reading) 10 minutes | Share a story Active Learn and / or physical book (parents reading) 10 minutes | Share a story Active Learn and / or physical book (parents reading) 10 minutes | Share a story Active Learn and / or physical book (parents reading) 10 minutes | Share a story Active Learn and / or physical book (parents reading) 10 minutes | Share a story Active Learn and / or physical book (parents reading) 10 minutes |
| | | | | Splash Learn 10 minutes Accompanied with worksheet | | |
| | | | | Fine Motor Activity 10 minutes | | |

Foundation 2

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| Active Learn and / or physical book 10 minutes | Active Learn and / or physical book 10 minutes | Active Learn and / or physical book 10 minutes | Active Learn and / or physical book 10 minutes | Active Learn and / or physical book 10 minutes | Active Learn and / or physical book 10 minutes | Active Learn and / or physical book 10 minutes |
| | | | | Splash Learn 10 minutes Accompanied with worksheet | | |
| | | | | Phonics book Tricky Words, Graphemes and Phonemes | | |

Share a Story

There can be few things as powerful as regularly reading to a young student. It has astonishing benefits for students: comfort and reassurance, confidence and security, relaxation, happiness and fun. Giving a student time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns. Evidence suggests that students who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

Bug Club / Active Learn

Online books are allocated according to the needs of the student. These activities contain reading comprehension questions that help students and teachers assess progress made. These books are meant to be reread and discussed as it is important that the student reinforces and consolidates their fluency and understanding of the vocabulary and content.

Splash Learn

Splash Learn is an interactive study of Mathematics through a highly engaging, and personalised program. Teachers will allocate an area of Maths to focus on which consolidates the learning which took place in school. These activities are meant to be completed with the support of the parents. The Splash Learn platform provides instant assessment and feedback to the teachers so progress can be tracked and evaluated.

Phonics Books

Phonics books will be sent home weekly with F2 students to support the consolidation of phonics learning. These books will include the graphemes, phonemes and tricky words introduced during the week, along with a short, engaging activity to reinforce understanding. Activities may include creating real and non-real words, practising reading and writing words that contain the target sounds, and gradually progressing to reading and writing captions and sentences. The aim is to provide appropriate stretch and challenge, encouraging children to apply their phonics knowledge with growing independence and confidence.

Monitoring of Policy

Staff will regularly revisit the policy in staff meetings to discuss its impact on the students' learning. Parents will be consulted as to their view through discussion and via an annual home learning questionnaire.

Associated Policies & Documents

- Curriculum Policy
- Teaching & Learning Policy
- Assessment Policy
- Marking & Feedback Policy
- Inclusion Policy