

Balfron Primary School Home Learning, Home Work Framework (August 2026)

A home learning environment which offers rich learning opportunities improves children's cognitive development and achievement, especially during early childhood (GUS 2010; Cole 2011; Baker 2015). At Balfron Primary we value all of these rich learning opportunities which children experience with their families, such as those seen in our Home Learning infographic.



They are not all adult-led, it can be children leading children or activities with other children.

You may notice from this that **HOMEWORK** is only one small part of **HOME LEARNING**. The differences between them are explained in this framework.

Increasingly we recognise the value of **HOME LEARNING** in helping children to become:

Four Capacities (Education Scotland, Scottish Government)



In school, our approach to **HOME LEARNING** is to encourage children to share experiences from home and to help pupils make links between knowledge and skills from home and the learning which happens in school.

What do we do as a school to support Home Learning?

As a staff team we are committed to realising the potential of engaging with parents on learning at home. Teachers know that home learning is important and link with parents on creative ways to share learning. Teachers share with their parents/carers, ways that learning at home can happen:

- Celebrating wider achievements
- an open workshop afternoons in the year, either literacy, numeracy or IDL based
- Class newsletters share learning so families can build on this and extend at home
- Encourage opportunities for families to learn together
- Make use of digital learning opportunities
- Pupils are encouraged to share their home learning experiences in school. This might include presenting learning with peers as show and tell or a digital presentation, teaching their class something they have learned or created at home, or sharing photos and talking about a holiday.

What can parents and carers do at home to support Home Learning?

These are all linked to positive association with language, literacy and early attainment

children playing with letters/numbers at home

a child's attention being drawn to sounds and numbers

reading with your child

visits to the library, museums, galleries

working together with children on a range of activities

having toys available and encouraging outdoor play

helping children to learn songs or nursery rhymes

encouraging and helping children to cook a meal and/or set the table, do chores, help with DIY jobs

researching a topic of interest on the internet, in a library or from other sources

helping children to learn about political parties and money

talking to children about digital awareness and safe digital habits

In school, our approach to **HOMEWORK** is that it is a small but valuable part of learning and life at home. It lets you know what pupils are learning, which is detailed more in class newsletters. It helps pupils by building a responsible attitude to their learning and to organise their time and belongings.

What does **Homework** look like?

Weekly Spelling

Classes create a grid of activities which is refreshed termly. Pupils select activities to help them practice their words.

Weekly Reading

At Early and First level (P1-P4 for most) children should be reading their school provided book at home regularly as well as a variety of other texts to promote enjoyment. Asking questions such as *what happened when...* and *what might they do next* support children's understanding.

At second level (P5-P7 for most) personal reading challenges will be encouraged.

Weekly/daily home reading tasks will be set for pupils in P5-P7 where further practice will benefit overall literacy skill development.

Maths

Dependent on stage - weekly and may be online.

Optional CreativeTasks

Each class will provide optional creative tasks at different times during the year.

Our **HOMEWORK** Aspirations/Guidelines!

- ❖ *Quality over Quantity*- Pupils value their homework and take responsibility for bringing reading books and homework jotters to and from school
- ❖ *Short but Sweet*- Pupils spend a short amount of time completing homework. It should be a quick reinforcement of learning in class.
- ❖ *Little and Often*- Pupils get a proportionate amount of homework but each class will have a regularly and predictable routine. This will be shared in class newsletters.

HOMEWORK

- ❖ It shouldn't be too difficult
- ❖ It will be something already taught in class
- ❖ Pupils should mostly be able to do it independently

What can parents and carers do at home to support **Homework**?

We appreciate parents' engagement with homework- a signature or comment in homework jotters about how children managed the homework is welcome.

Establish routines and expectations to make sure homework is completed on time and to a high standard