Learning for Life

Home Learning at Brookfield Primary School

A Rationale for Our 2026-2027 Policy

Our Vision

At Brookfield Primary School, we believe that education is about more than academic achievement. We are committed to the holistic development of every child, nurturing the knowledge, skills, values and personal qualities that will enable them to lead fulfilling lives and make a positive contribution to society.

We want our children to be able to say: 'We are curious about the world. We are creative in how we approach it. We take responsibility for our actions and communities. And we rise to the challenges life presents.'

We recognise that some of life's most valuable learning experiences happen beyond the classroom. Our 'Learning for Life' approach celebrates these opportunities and establishes a meaningful partnership between school and home.

Why Learning for Life?

Learning for Life connects the personal development children experience in school with opportunities to practise and apply these skills beyond the classroom. Through carefully sequenced, age-appropriate challenges, children are encouraged to develop independence, recognise their responsibilities, make thoughtful decisions and contribute positively to others. These experiences complement the school's universal personal development provision, enabling children to connect **what they learn with how they live**.

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Research from the Education Endowment Foundation suggests that homework can support academic progress, although its impact is generally smaller in primary schools than in secondary education. The quality, purpose and accessibility of activities are more important than simply increasing the amount of homework children complete.

We also recognise that traditional homework can place additional demands on family life and that children have unequal access to time, resources and adult support.

For these reasons, we have chosen to offer 'optional, experience-based home learning', prioritising practical life skills, personal development, independence and citizenship rather than additional academic tasks.

Our approach complements the academic curriculum; it does not replace high-quality classroom teaching or the importance of reading and learning at home.

We believe children should have opportunities not only to learn about the world, but also to discover how they can participate in it, contribute to it and make a difference.

Personal Development, Citizenship and Our Values

Our approach is rooted in three important aspects of school life.

Personal, Social, Health and Economic (PSHE) Education

PSHE helps children develop the knowledge and skills to stay healthy and safe, build positive relationships, manage their wellbeing, understand money, make informed decisions and prepare for life in modern society.

Fundamental British Values

We actively promote democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through practical experiences, children can explore what these values mean in everyday life: listening to different opinions, understanding rights and responsibilities, making fair decisions, respecting differences and contributing positively to their communities.

Our Four School Values

Our home-learning experiences are shaped by the values at the heart of Brookfield:

We Are Curious: We ask questions, explore new experiences and seek to understand the world around us.

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We Are Creative: We use imagination, initiative and problem-solving to develop ideas and find solutions.

We Take Responsibility: We recognise how our actions affect others and make positive contributions to our homes, school and communities.

We Rise to a Challenge: We show determination, develop independence, learn from mistakes and approach unfamiliar situations with confidence.

Together, these principles shape the people we hope our children will become.

Our Learning for Life Missions

Each term, children will be offered four optional real-life missions, one linked to each school value.Missions will provide engaging opportunities to apply personal, social and practical skills in meaningful situations.

These might include preparing a meal, taking responsibility for a household task, learning a new skill, making thoughtful spending decisions, helping others or contributing to a community project.

Activities will be carefully planned and sequenced across the school so that children encounter increasingly complex challenges as they mature.

In the early years, children might begin by looking after their belongings, making choices and helping others. As they progress through school, they will develop greater independence, consider different perspectives, manage responsibilities and make increasingly informed decisions.

By Year 6, we want children to be confident in tackling practical challenges, considering ethical questions, demonstrating initiative and understanding their responsibilities as citizens.

Each mission will include a clear challenge, an accessible adaptation and a thought-provoking question to encourage reflection and deeper understanding.

Working in Partnership with Families

Families play an invaluable role in children's personal development. We want our home-learning missions to complement family life, not create additional pressure.

All missions are optional. Children may choose the experiences that interest them, and there is no expectation to complete every activity.

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Activities will be designed to require minimal resources, with adaptations and opportunities for support where needed. We recognise the diversity of our families and will ensure that children are not disadvantaged by their circumstances, additional needs or access to adult support. Equivalent opportunities can be provided at school.

Our aim is to encourage children to take increasing ownership of their experiences, with adults supporting, encouraging and talking with them rather than completing tasks on their behalf.

Celebrating Learning

Children who complete a mission will be encouraged to share their experiences, discoveries and achievements at school.

We will celebrate their efforts through conversations, individual recognition and displays of work where appropriate. Activities will not be formally marked, and children will not be expected to produce elaborate written evidence.

What matters most is the experience itself: what children attempted, discovered, contributed and learned.

Our Commitment

Brookfield will review the programme through feedback from children, families and staff, considering engagement, accessibility and opportunities for personal growth.

Our ambition is that every child leaves Brookfield not only with strong academic foundations, but also with the confidence, independence, compassion and practical skills to flourish beyond school.

Through Learning for Life, we want to nurture young people who are curious about their world, creative in their thinking, responsible in their actions and ready to rise to whatever challenges life may bring.

Because learning is not just preparation for the next stage of education. It is preparation for life.

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Evidence informing this policy

Education Endowment Foundation Homework

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework

Education Endowment Foundation — Parental Engagement

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement/

Department for Education — Enrichment Framework (2026)

https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges

PSHE Association — Programme of Study (2026)

https://pshe-association.org.uk/guidance/ks1-5/programme-of-study

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