Learning Beyond the Classroom
Home Learning Policy

Date of approval: October 2026
Review date: October 2027

1. Our vision

At Raddlebarn Primary School, we believe that children's learning and development extends far beyond the classroom. The experiences children enjoy at home, within their families and throughout their communities contribute to their academic, social, emotional and physical development. We recognise that reading, conversation, play, physical activity, creativity, rest and positive family relationships are important aspects of a happy and healthy childhood.

Our approach to home learning is deliberately simple and purposeful. Rather than routinely setting worksheets, extended written assignments or subject-specific projects, we focus on three essential areas that benefit from regular reinforcement:

- Reading: Developing fluency, comprehension, vocabulary and a lifelong enjoyment of books.
- Spellings: Consolidating phonics knowledge, spelling patterns and accurate written communication.
- Times Tables Rock Stars (TTRS): Developing multiplication fluency and secure recall of number facts.

Alongside these expectations, we encourage children and families to explore interests, enjoy cultural experiences, discover their local environment and spend meaningful time together. Our aim is to ensure that home learning is manageable, inclusive, research-informed and supportive of children's overall wellbeing.

2. Our approach to learning beyond school

Our approach is informed by educational research, statutory curriculum expectations and an understanding of the different circumstances of our families. Research from the Education Endowment Foundation (EEF) highlights the importance of positive interactions between children and their parents or carers, particularly those involving language, reading and meaningful engagement with learning.

The Department for Education's Reading Framework emphasises the importance of stories, conversation, reading fluency and developing a culture of reading for pleasure. Wider evidence concerning children's development also recognises the importance of physical activity, play, rest and opportunities to build positive relationships.

We believe that time outside school should provide opportunities for children to:

- Enjoy books, stories and conversations
- Practise essential skills through short, manageable activities
- Spend quality time with family and friends
- Participate in sports, hobbies, music and creative activities
- Explore their local environment, history and culture
- Develop independence, curiosity and confidence
- Rest, play and enjoy their childhood

2.1 Why we do not set routine subject-specific homework

Raddlebarn Primary School does not routinely set additional English or mathematics worksheets, extended written tasks, topic projects or other formal subject-specific assignments for completion at home. Our curriculum is carefully planned and delivered by teachers, who provide appropriate modelling, practice, assessment and feedback during the school day.

We recognise that children already participate in a substantial programme of structured learning at school. Additional formal assignments can place demands on family time and may create inequalities where families have different access to resources, technology, suitable working spaces or adult support.

We have therefore chosen to prioritise the essential skills of reading, spelling and multiplication fluency, which are particularly suited to short, regular reinforcement.

This is a deliberate educational decision reflecting our judgement about the most appropriate balance between academic practice, wider development and wellbeing. It does not suggest that all traditional homework is ineffective or that removing homework has been proven to improve attainment.

Children are welcome to explore curriculum interests independently, but there is no expectation that families complete, record or submit additional subject-specific work.

2.2 Family time, play and wellbeing

We recognise that children's time outside of school is valuable.

Opportunities to play, exercise, develop friendships, participate in hobbies and spend time with family members contribute to children's broader development.

The United Nations Convention on the Rights of the Child recognises children's right to rest, leisure and play. UK physical activity guidance also identifies the importance of regular activity for children's physical and mental health. Our approach seeks to protect opportunities for these experiences while maintaining clear expectations for essential academic practice.

3. Reading

Our expectation:

Children should have regular opportunities to read, share and enjoy books at home.

Reading is fundamental to children's learning. It supports language development, vocabulary, comprehension, communication, imagination and access to the wider curriculum.

We encourage families to make reading a positive and enjoyable part of everyday life.

3.1 Reading expectations by phase

Nursery and Reception

Families are encouraged to:

- Share picture books, stories, rhymes and songs regularly.
- Talk about pictures, characters and events.
- Read favourite stories repeatedly.
- Encourage children to ask questions and predict what might happen.
- Support children in Reception to practise reading phonically decodable books provided by school, where appropriate.

There is no expectation for children to complete written reading activities or maintain reading records.

Years 1 and 2

Families are encouraged to:

- Support regular reading of school-provided books.
- Listen to children read and talk about the story.
- Continue reading aloud to children, including books beyond their independent reading ability.
- Encourage children to choose books for pleasure.
- Support the application of phonics knowledge where appropriate.

Years 3 to 6

Families are encouraged to:

- Support regular independent reading and reading for pleasure.
- Discuss characters, events, vocabulary and opinions.
- Encourage children to explore different authors and genres.
- Continue sharing books and reading aloud where appropriate.
- Encourage reading linked to children's interests.

3.2 Reading records

We do not require staff, parents or carers to complete, sign or submit reading records.

We believe that the value of reading lies in the experience itself rather than in recording how frequently it takes place.

Teachers will continue to monitor and assess children's reading through classroom teaching, observation, discussion and appropriate assessment.

3.3 Research underpinning our approach

Department for Education – The Reading Framework (2023)

The framework highlights the importance of spoken language, stories, systematic synthetic phonics, reading fluency and reading for pleasure. It also emphasises the role of schools in supporting families to develop children's reading.

https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy

Education Endowment Foundation – Working with Parents to Support Children's Learning (2018)

This guidance identifies an established relationship between children's home learning environment and school performance. It encourages schools to support practical, positive learning interactions between children and families.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents/

National Curriculum in England

The statutory curriculum emphasises both word reading and comprehension, including reading widely, discussing books and developing an appreciation and love of reading.

https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

Together, these sources support our emphasis on shared reading, conversation and enjoyment, without the additional administrative requirement of compulsory reading logs.

4. Spellings

Our expectation:

Children should practise phonics knowledge, spelling patterns and words that have been taught in school.

Accurate spelling develops through phonics knowledge, understanding of spelling patterns, word structure and opportunities to retrieve and apply previously learned information.

Our approach aims to develop children's confidence and independence as writers, rather than encouraging the short-term memorisation of word lists alone.

4.1 Expectations by year group

Nursery and Reception

No formal spelling homework or spelling tests are set.

Children develop phonological awareness, phonics knowledge and early literacy skills through teaching, stories, rhymes, songs and practical activities.

Year 1

Children are encouraged to revisit phonics sounds, spelling patterns and words introduced in school.

Teachers may share appropriate words or patterns for families to practise.

Learning is reviewed informally in school. Formal weekly spelling tests are not set.

Year 2

Children receive weekly spellings linked to taught phonics, spelling patterns and National Curriculum expectations.

Weekly spelling tests or reviews help teachers identify knowledge that has been retained and areas requiring further teaching.

Years 3 to 6

Children receive weekly spellings linked to the National Curriculum and spelling patterns taught in class.

These may include:

- Statutory spelling words.
- Prefixes and suffixes.
- Word families and root words.
- Morphology and etymology.
- Homophones and commonly confused words.
- Previously taught spelling patterns requiring consolidation.

Weekly spelling tests help teachers identify strengths and gaps in spelling knowledge.

4.2 Supporting spelling practice at home

Families can help children by:

- Saying words aloud and discussing their meaning.
- Identifying sounds and spelling patterns.
- Using 'look, cover, write, check' where appropriate.
- Revisiting words on more than one occasion.
- Identifying related words and word families.
- Encouraging children to apply spellings in everyday writing.

Short, regular practice is encouraged. Families are not expected to complete additional worksheets or submit written evidence.

4.3 Research underpinning our approach

Education Endowment Foundation – Cognitive Science Approaches in the Classroom (2021)

This evidence review considers approaches including retrieval practice and spaced learning. Revisiting previously taught knowledge over time can support retention, although effectiveness depends on the quality of teaching and implementation.

https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom/

Department for Education – National Curriculum in England

The curriculum establishes expectations for phonics, spelling rules, word structure, morphology and accurate written communication. It emphasises the importance of teaching children how spelling works rather than relying exclusively on memorisation.

https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

Our approach combines explicit classroom teaching with manageable opportunities to revisit and retrieve spelling knowledge at home.

5. Times Tables Rock Stars

Our expectation:

Children from Year 2 onwards should regularly practise multiplication facts appropriate to their stage of learning.

Secure multiplication knowledge supports children's mathematical understanding and allows them to approach increasingly complex calculations with confidence.

Times Tables Rock Stars (TTRS) is the school's chosen digital platform for supporting multiplication fluency.

5.1 Expectations by year group

Nursery and Reception

No TTRS activities are set.

Children develop early mathematical understanding through play, counting, songs, patterns and practical experiences.

Year 1

TTRS is not part of the school's home learning expectations.

Children develop counting fluency and number patterns through classroom teaching and everyday experiences, including counting in 2s, 5s and 10s.

Year 2

Children begin using TTRS to practise the 2, 5 and 10 multiplication tables, alongside associated division facts.

Short, regular sessions are encouraged.

Year 3

Children continue consolidating previously taught facts and develop fluency with the 3, 4 and 8 multiplication tables, alongside other multiplication knowledge taught in school.

Year 4

Children work towards secure recall of all multiplication and division facts up to 12 × 12.

TTRS provides additional practice alongside explicit classroom teaching in preparation for the statutory Multiplication Tables Check.

Years 5 and 6

Children continue to consolidate multiplication knowledge where needed, supporting their understanding of fractions, division, factors, multiples and more complex calculations.

5.2 Supporting multiplication practice at home

Families are encouraged to support short, regular practice rather than lengthy sessions.

Children may also practise multiplication through:

- Verbal questions.
- Counting games.
- Card games.
- Number patterns.
- Everyday mathematical conversations.

TTRS should complement, rather than replace, classroom teaching and practical mathematical understanding.

Access to a digital device is not a requirement for successful participation in this policy. Where families cannot access TTRS at home, the school will provide suitable alternatives or opportunities for practice in school.

5.3 Research underpinning our approach

Ofsted – Mathematics Research Review (2021)

This review discusses the importance of secure mathematical knowledge and automatic recall of facts. Fluency can reduce demands on working memory and support pupils when tackling more complex mathematical problems.

https://www.gov.uk/government/publications/research-review-series-mathematics

Education Endowment Foundation – Cognitive Science Approaches in the Classroom (2021)

The review considers retrieval practice and spaced learning, providing a rationale for short, regular opportunities to revisit previously taught multiplication facts.

https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom/

Department for Education – National Curriculum in England

The curriculum requires pupils to develop mathematical fluency, including rapid and accurate recall of multiplication facts. By the end of Year 4, pupils are expected to know multiplication tables up to 12 × 12.

https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study

Department for Education – Multiplication Tables Check

The statutory Year 4 check assesses pupils' fluent recall of multiplication facts.

https://www.gov.uk/government/collections/multiplication-tables-check

TTRS provides an engaging means of practising multiplication facts. Although the provider has published information associating platform use with multiplication performance, independent evidence demonstrating a causal impact from TTRS itself remains limited.

Our approach is therefore based on the established importance of multiplication fluency and regular retrieval practice, rather than claims about the effectiveness of a particular commercial product.

6. Home learning expectations at a glance

Year group	Reading	Spellings	TTRS
Nursery	Shared stories, songs and rhymes	No formal spellings	Not used
Reception	Shared reading and appropriate decodable books	No formal spellings	Not used
Year 1	Regular reading/ appropriate decodable books	Phonics and spelling practice; informal reviews	Not used
Year 2	Regular reading	Weekly spellings and tests	2, 5 and 10 times tables
Year 3	Regular reading	Weekly spellings and tests	Progressive multiplication practice
Year 4	Regular reading	Weekly spellings and tests	Multiplication tables up to 12 × 12
Year 5	Regular reading	Weekly spellings and tests	Consolidation as appropriate
Year 6	Regular reading	Weekly spellings and tests	Consolidation as appropriate

These expectations will be adapted to children's individual needs and stages of development.

7. Inclusion, equality and accessibility

We recognise that families have different circumstances, routines, resources and access to technology.

Our approach is designed to avoid unnecessary financial or practical barriers.

The school will:

- Provide access to appropriate reading books.
- Make spelling information accessible to families.
- Offer alternatives where children cannot access TTRS at home.
- Make reasonable adjustments for pupils with SEND or disabilities.
- Ensure activities are appropriate to children's developmental stages.
- Work sensitively with families where circumstances make regular practice difficult.
- Avoid penalising children for circumstances outside their control.

Where children require additional support, teachers may offer guidance to parents and carers on how to reinforce learning already taught in school, in line with the National Curriculum and the child's individual needs.

The school will not routinely provide bespoke home learning programmes, additional intervention activities or individualised reporting arrangements beyond its established teaching, assessment and communication procedures. Targeted interventions and personalised learning will ordinarily be planned and delivered within the school day.

This approach ensures that support remains consistent, equitable and manageable, while protecting staff workload and enabling teachers to prioritise high-quality teaching and learning. Any additional arrangements will be considered only where there is an identified need and agreed by school leaders, including where required to meet statutory obligations or provision specified in an Education, Health and Care Plan (EHCP).

8. Roles and responsibilities

8.1 The school will

- Deliver the statutory curriculum through high-quality classroom teaching.
- Provide clear information about reading, spelling and multiplication expectations.
- Ensure that suggested practice reinforces taught knowledge.
- Monitor learning through classroom assessment and appropriate review.
- Provide guidance, resources and accessible alternatives where needed.
- Promote wider learning opportunities within the community.

8.2 Pupils are encouraged to

- Develop positive reading habits.
- Practise spellings and multiplication facts at an appropriate level.
- Take increasing responsibility for their learning as they grow older.
- Explore interests and hobbies.
- Enjoy opportunities for play, creativity and physical activity.

8.3 Parents and carers are encouraged to

- Share books and conversations with their children.
- Support short, manageable spelling and multiplication practice.
- Celebrate effort, improvement and curiosity.
- Encourage a healthy balance between learning, rest and leisure.
- Contact the school if additional support is needed.

Parents and carers are not expected to teach new curriculum content, mark work or provide formal written feedback.

9. Learning beyond the classroom

At Raddlebarn, we believe that children benefit from a wide range of experiences beyond formal academic learning. These might include visiting libraries, exploring local parks, attending museums, playing sports, creating artwork, cooking, gardening, listening to music, learning about family history or simply enjoying time together. Such activities can help children develop curiosity, confidence, communication, independence, creativity and an appreciation of the world around them.

We particularly encourage families to make use of the many free cultural, educational and outdoor opportunities available in Birmingham and the surrounding area.

These experiences are **suggestions** rather than formal homework requirements.

There is **no expectation** that families visit particular places, spend money or provide evidence of participation.

A directory of local opportunities and free online resources is provided in Appendix A at the end of this policy.

10. Monitoring and review

The school will evaluate the effectiveness of this policy through existing teaching, assessment and pupil progress arrangements.

This may include consideration of:

- Reading fluency, comprehension and engagement.
- Phonics and spelling development.

- Multiplication fluency and Year 4 Multiplication Tables Check outcomes.
- Feedback from pupils, parents and staff.
- Accessibility, workload and barriers experienced by families.

The school will not use routine homework-completion tracking as a measure of pupil engagement or attainment.

This policy will be reviewed annually, or earlier where changes to statutory guidance or school practice require it.

11. Statutory framework and related policies

There is no statutory requirement for maintained primary schools in England to set a prescribed amount or format of homework. This policy complements, rather than replaces, the school's responsibility to deliver the statutory National Curriculum and Early Years Foundation Stage educational programmes.

It has been developed with reference to:

- Education Act 2002 and the statutory National Curriculum.
- National Curriculum in England: English and mathematics programmes of study.
- Early Years Foundation Stage statutory framework for group and school-based providers, effective September 2026.
- Statutory Year 4 Multiplication Tables Check arrangements.
- Equality Act 2010, including reasonable adjustments for disabled pupils.
- SEND Code of Practice: 0 to 25 years.
- Current safeguarding and online safety requirements.

The use of online learning platforms will follow the school's safeguarding, online safety and data protection arrangements. The school will continue to promote age-appropriate use, safe account access and appropriate screen-time habits within our taught curriculum.

Appendix A – Free Learning Opportunities for Families

Birmingham and the surrounding area offer many opportunities for children and families to read, explore, discover, create and spend time together. The following directory provides suggestions for free or low-cost learning experiences.

These activities are entirely optional. There is no requirement for families to visit any location or provide evidence of participation.

Admission arrangements, opening times and activity availability can change. Families should check the relevant website before visiting.

A1. Libraries and reading

Resource	Area	Opportunities
Stirchley Library	Stirchley	Borrow books, discover authors and access children's reading resources
Kings Norton Library	Kings Norton	Reading, books and community activities
Selly Oak Library	Selly Oak	Library facilities and book borrowing
Library of Birmingham	City centre	Extensive children's collections, exhibitions and cultural opportunities
Birmingham Libraries	Across Birmingham	Local libraries, book borrowing and reading activities
BookTrust	Online	Reading recommendations, stories and guidance
National Literacy Trust	Online	Reading and family literacy resources
Words for Life	Online	Reading, talking and play activities
Oxford Owl	Online	Free eBooks and literacy activities, subject to registration

Useful websites

- https://www.birmingham.gov.uk/libraries
- https://www.booktrust.org.uk/
- https://literacytrust.org.uk/
- https://wordsforlife.org.uk/
- https://home.oxfordowl.co.uk/

A2. Museums, galleries and cultural opportunities

Resource	Area	Opportunities and access
Lapworth Museum of Geology	University of Birmingham	Free general admission; fossils, dinosaurs, rocks, minerals and geological history
Birmingham Museum & Art Gallery	City centre	Free general admission to open galleries; art, history and culture
Ikon Gallery	Brindleyplace	Free contemporary art exhibitions
RBSA Gallery	Jewellery Quarter	Free gallery exhibitions and artistic inspiration
Barber Institute of Fine Arts	University of Birmingham	Online art resources; main building closed for redevelopment during 2026–27
Birmingham Museums	Across Birmingham	Museum collections, exhibitions and selected free events
Sarehole Mill	Hall Green	Local industrial history and Tolkien connections; grounds may be accessible free, building admission is charged
Blakesley Hall	Yardley	Tudor history; free garden access when available, building admission is charged
Birmingham Hippodrome	City centre	Selected free community events and cultural activities

Birmingham Museum Collection Centre	Nechells	Special public open days and collection events; check access and booking arrangements

Useful websites

- https://www.birmingham.ac.uk/cultural-attractions/lapworth-museum-of-geology
- https://www.birminghammuseums.org.uk/
- https://www.ikon-gallery.org/
- https://rbsa.org.uk/
- https://barber.org.uk/
- https://www.birminghamhippodrome.com/

A3. Local history and heritage

Resource	Area	Opportunities
Bournville Village Green	Bournville	Explore local architecture, community history and the development of Bournville
Bournville Village Trust	Bournville	Heritage information, community history and walking opportunities
Kings Norton Green	Kings Norton	Explore historic buildings and the area's medieval heritage
Weoley Castle Ruins	Weoley Castle	Learn about local medieval history; check public access arrangements
Birmingham canals	Across Birmingham	Explore the city's industrial history, waterways and engineering
Birmingham Conservation Trust	Birmingham	Learn about historic buildings and conservation
Historic England	Online and local	Discover listed buildings and local heritage
Birmingham History Galleries	City centre	Explore Birmingham's people, industry and development
Sarehole Mill area	Hall Green	Discover links to J. R. R. Tolkien and Birmingham's industrial past
Kings Norton Historic Buildings	Kings Norton	Explore the history of the Old Grammar School and Saracen's Head from public areas

Useful websites

- https://www.bvt.org.uk/
- https://historicengland.org.uk/
- https://www.birminghamconservationtrust.org/
- https://canalrivertrust.org.uk/
- https://www.birminghammuseums.org.uk/

A4. Parks, nature and outdoor exploration

Resource	Area	Opportunities
Cotteridge Park	Cotteridge	Play, wildlife, walking and community activities
Bournville Park	Bournville	Outdoor play, walking and exploring nature
Rowheath Park	Bournville	Open space, exercise and family walks
Kings Norton Park	Kings Norton	Walking, outdoor play and exercise
Cannon Hill Park	Edgbaston	Gardens, wildlife, walking and play
Lickey Hills Country Park	South Birmingham	Woodland, viewpoints, nature and outdoor exploration
Woodgate Valley Country Park	Bartley Green	Woodland, meadows, wildlife and walking
Sutton Park	Sutton Coldfield	Extensive heathland, woodland, lakes and wildlife
Moseley Bog	Moseley	Woodland, wetland habitats and natural heritage
Kings Norton Nature Reserve	Kings Norton	Explore habitats, wildlife and seasonal changes
Birmingham Parks	Across Birmingham	Discover parks, play areas and green spaces
Wildlife Trust for Birmingham and the Black Country	Across the region	Nature reserves and wildlife activities
RSPB	Online and outdoors	Free birdwatching and wildlife resources
Woodland Trust	Online and outdoors	Woodland exploration and nature activities

Useful websites

- https://www.birmingham.gov.uk/info/20089/parks
- https://www.bbcwildlife.org.uk/
- https://www.rspb.org.uk/
- https://www.woodlandtrust.org.uk/

A5. Free online learning and creative resources

Resource	Learning area	Opportunities
BBC Bitesize	Wider curriculum	Educational videos, games and activities
Oak National Academy	Wider curriculum	Free curriculum-aligned learning resources
NRICH	Mathematics	Puzzles, investigations and problem-solving
Topmarks	Mathematics and literacy	Interactive activities; some features may be restricted
National Geographic Kids	Geography and science	Wildlife, geography, history and science articles

NASA Kids' Club	Science	Space exploration and activities
Natural History Museum	Science and nature	Online collections, nature and science activities
Tate Kids	Art	Creative projects, art history and inspiration
Royal Institution	Science	Demonstrations and practical science activities
British Museum	History	Online collections and world cultures
Scratch	Computing	Creative coding and programming
STEM Learning	Science and technology	STEM activities and resources

Useful websites

- https://www.bbc.co.uk/bitesize
- https://www.thenational.academy/
- https://nrich.maths.org/
- https://www.topmarks.co.uk/
- https://www.natgeokids.com/uk/
- https://www.nasa.gov/learning-resources/nasa-kids-club/
- https://www.nhm.ac.uk/
- https://www.tate.org.uk/kids
- https://www.rigb.org/
- https://www.britishmuseum.org/
- https://scratch.mit.edu/
- https://www.stem.org.uk/

A6. Everyday opportunities for learning

Learning does not always require a planned activity, a computer or a visit to a particular place.

Families might enjoy:

- Cooking or baking together and exploring measurements.
- Playing board games, card games and puzzles.
- Visiting a park and identifying trees, flowers, birds or insects.
- Talking about family history and sharing memories.
- Reading signs, maps, menus and information during everyday journeys.
- Drawing, painting, making models or creating music.
- Gardening or growing plants.

- Playing sports, cycling, walking or dancing.
- Visiting a local market and discussing prices and quantities.
- Sharing stories, conversations and imaginative play.

These experiences can provide opportunities for communication, curiosity, creativity, problem-solving and personal development.

There is no requirement to record or submit any of these activities.

Appendix B – Research and statutory references

1. **Education Endowment Foundation (2018).** *Working with Parents to Support Children's Learning.* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents/
2. **Education Endowment Foundation (2021).** *Cognitive Science Approaches in the Classroom: A Review of the Evidence.* https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom/
3. **Department for Education (2023).** *The Reading Framework: Teaching the Foundations of Literacy.* https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy
4. **Department for Education.** *National Curriculum in England: English Programmes of Study.* https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study
5. **Department for Education.** *National Curriculum in England: Mathematics Programmes of Study.* https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study
6. **Ofsted (2021).** *Research Review Series: Mathematics.* https://www.gov.uk/government/publications/research-review-series-mathematics
7. **Department for Education (2026).** *Early Years Foundation Stage Statutory Framework for Group and School-based Providers.* https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
8. **Standards and Testing Agency.** *Multiplication Tables Check.* https://www.gov.uk/government/collections/multiplication-tables-check
9. **United Nations (1989).** *Convention on the Rights of the Child*, Article 31. https://www.unicef.org/child-rights-convention/convention-text

10. **UK Chief Medical Officers (2019).** *Physical Activity Guidelines.* https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report

11. **Department for Education and Department of Health (2015).** *SEND Code of Practice: 0 to 25 Years.* https://www.gov.uk/government/publications/send-code-of-practice-0-to-25