





To inspire, enrich and nurture so each individual reaches their full potential

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Home Learning Policy

September 2025

To be reviewed annually in the Autumn Term

Next Review: September 2026

History of Document

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1	15.09.2022	Sian Hammond	Victoria Hobson	Creation of school wide home learning policy
Issue 2	01.09.2023	Sian Hammond	Victoria Hobson	Updated
Issue 3	27.09.2024	Hannah Cooper	Victoria Hobson	Updated
Issue 4	30.09.2025	Ellen Summers	Victoria Hobson	Updated in line with new rationale

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1. Introduction

At our school, we recognise the importance of meaningful home learning in supporting pupil progress and strengthening the partnership between school and home. Research into effective homework practices in primary education consistently highlights that the most impactful activities are those that focus on reading, spelling, and times tables. These core skills, when practised regularly, contribute significantly to children's academic development and long-term success.

Our Home Learning Policy is designed to prioritise these high-value tasks, ensuring that children benefit from consistent reinforcement of essential literacy and numeracy skills. By focusing on purposeful learning, we aim to support busy families reduce unnecessary stress and promote a healthy balance between school and home life.

This approach allows parents to engage meaningfully in their child's education, while ensuring that home learning remains manageable, effective, and aligned with our curriculum goals.

2. Aims of our Home Learning Policy

We believe home learning plays a vital role in supporting children's development and strengthening the partnership between school and home. The aims of our Home Learning Policy are to:

- **Foster strong connections between parents and their children's education.** We recognise that parental engagement has a positive impact on a child's success in school. Home learning offers parents visibility of key learning topics, opportunities to support their child's progress, and a chance to celebrate achievements together.
- **Boost and value reading.** We aim to nurture a love of reading and promote regular reading at home, helping children become fluent, confident, and competent readers by the time they leave primary school.
- **Support spelling development.** Home learning provides dedicated time for practising year-group-specific spellings, reinforcing accurate spelling and confident written communication.
- **Build fluency in times tables.** Regular practice of times table facts helps children develop strong mental arithmetic skills and a solid foundation for wider mathematical learning.

3. Key Weekly Focus

For year 1-6 we have three core tasks to complete on a weekly basis:

- Reading **five** times per week and marking this in your child's reading record;
- Practising the weekly spellings ahead of the Friday spelling test;
- Practising multiplication tables and number facts for fluent recall.

Further advice on these three tasks can be found below in section **

4. Optional Focus

To enhance and consolidate learning at home, the school invests in a range of high-quality online platforms that support key curriculum areas. These include **Times Tables Rock Stars (TTRS)**, **Numbots**, **Spelling Shed**, **Nessy**, and **IXL**. These tools are designed to make learning engaging and accessible, while reinforcing essential skills in reading, spelling, and maths. IXL offers tailored practice in both English and maths, aligned to specific curriculum objectives for each year group. These platforms can be used flexibly at home to support your child's progress, and we encourage regular use as part of their home learning routine.

5. Recommendations for Specific Children

In line with the ethos of our school, from time to time, we may reach out to a parent and provide some additional suggested activities linked to the learning of their child in order to address a specific gap that they may have within their knowledge and understanding of a topic. This work will be provided in the form of a specific weblink that will be communicated with you, or with a paper-based worksheet.

6. Reception Children

Starting school is a huge milestone for children in our Reception classes and can be an overwhelming experience for some individuals. For Reception, the expectation of home learning is to regularly read with your child and note this in their reading record. In addition, teachers in Reception classes make use of the platform, Tapestry, to communicate the learning that children engage with in school and seeks to build a connection between home and school. For further information regarding Tapestry, please speak with your child's class teacher.

7. Role of the Teacher

Teachers in school will be responsible for:

- Signposting parents to the 'Key Weekly Focus' activities;
- Checking the child's reading record for regular home reading;
- Uploading the weekly spellings to Spelling Shed each week and providing a printed of each spelling list, which needs to be sent home with the children in their home spelling book;
- Update the weekly blog so parents understand learning happening in the classroom;
- Sign post parents to learning platforms that can be used at home;
- Identifying children who would benefit from additional work geared towards achieving age related expectations.

8. Role of the Child

Children are to take responsibility for:

- Completing home learning regularly;
- Ensuring they take home their reading books daily to be read with at home;
- Knowing specific logins to enable access to online learning platforms;
- Practising their weekly spellings.

9. Role of the Parent







It is our expectation that parents support children in engaging with their home learning by:

- Supporting their child by reading to/with them and signing their reading record
- Supporting their child by providing access the school website or requesting paper copies of home learning if necessary;
- Supporting their child to access computing resources to access online learning platforms (libraries across the County allow access to computers if you do not have one in the family home);
- Providing resources to allow children to access their learning (paper/pens/pencils);

- Supporting children to complete their home learning activities.

Appendix A

An example of a half-termly homework handout. These will be placed on the website and sent out in paper form where necessary.

Term: Autumn Two		Year 3 Home Learning	
Homework: as simple as...			
Reading 1	Spelling 2	Number Facts 3	
Key Weekly Focus:			
 <p>3. Complete your daily reading and log this in your reading record. Don't forget to get an adult to sign your reading record or leave a comment!</p>			
<p>Read 20 minutes a day and you'll read 1,800,000 words per year.</p>		<p>READING FOR 6 MINUTES A DAY REDUCES STRESS BY 68%.</p>	
 <p>2. Practise your weekly spellings in your spelling book, ready for your Friday test. You can use Spelling Shed to help you.</p>			
 <p>1. Practise your basic number facts (multiplication tables or number bonds) to support your maths learning.</p>			
Optional Focus:			
<p>If you are seeking additional home learning resources, please visit our class blog, where we share the week's learning activities. We occasionally include supplementary links in the blog for further practice opportunities. Furthermore, utilise the websites we use in school to enhance learning. IXL offers English and math resources that align with our curriculum focus. Spelling Shed enables children to practice spellings pertinent to their year group, in addition to the weekly spellings. TTRS helps children improve their recall of multiplication tables, which are essential for most of the KS2 maths curriculum. Numbots is most effective in KS1 for reinforcing number bonds. Some students in school have access to Nessy, a program for reading and spelling.</p>			

Our spellings for this half-term:	Week 1 disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, distodge, disagree	Week 2 mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mistaid	
	Week 3 developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	Week 4 forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	Week 5 centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore
	Week 6 straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	Week 7 Revisit and Review Time	