



HOME LEARNING POLICY

Date of last review	January 2025	Review period	Two Years
Date of next review	January 2027	Committee	School Improvement
Policy type	Non-Statutory		

Jesus said, 'I am the Good Shepherd... I know my sheep and my sheep know me.' John 10.14

Our school vision

We are inspired to be a vibrant, joyful community in which we know and love one another, leading together and growing together by:

- Appreciating everyone and everything around us
- Making one another feel safe
- Sharing, so no one feels left out
- Living well together in love
- Moving forward together in hope

Our vision for home learning

We believe that the community for which we have a vision is not limited to pupils and staff, but includes each pupil's home and family setting. As part of the positive relationship we seek to build between home and school, our home learning policy sets out the framework within which we will strive to work with parents and carers to consolidate and extend the progress which pupils have made in school.

1. Introduction and rationale

We believe that home learning is a valuable part of a child's education as:

- It develops an effective partnership between school and home;
- It consolidates, reinforces and extends skills and understanding from class work;
- It encourages children to develop the confidence and self-discipline needed to study on their own.

2. Aims and Objectives

The home learning programme should:

- Provide opportunities for parents and children to work together;
- Convey the requirements clearly to parents and children;
- Reflect the level of understanding and ability of the children;
- Challenge the children's thinking;
- Support the learning experience through reinforcement, revision and extension;
- Provide an opportunity for children to talk about what they are learning;
- Encourage progression towards independence and responsibility;
- Prepare children for the transition to secondary school.

3. Recommended Time Allocation

Teachers will issue a home learning timetable for their class, ensuring that the demands are manageable for all children using the approximate guidelines below.

Year Group	Approximate Maximum Time	Possible Curriculum Content
Foundation Stage	No specific time allocation	Shared reading, sight words and phonics
Years 1 and 2	Up to 1 hour per week	Reading, spelling, maths, English and topic work.
Years 3 and 4	Up to 1 and a half hours per week	Reading, spelling, maths (including times tables), English and topic work.
Years 5 and 6	Up to 2 hours per week	Reading, spelling, maths, science, English and topic work.

4. The Nature and Content of Home Learning

4.1 General

The content of home learning will vary according to age, ability and subject matter. We believe that the work assigned should further discussion or other forms of interaction either between children and their parents or with other members of the family or friends and peers. Home learning does not just mean formal exercises carried out by children without help from adults. In the case of younger children, it is the involvement of adults in joint activities, however brief, which is most valuable in promoting children's learning. Older children are given work gradually increasing in its complexity, which might include: information gathering, reading in preparation for future lessons, preparing oral presentations or more traditional assignments.

4.2 Children with Special Education Needs and Disabilities, and those who may be considered to be especially gifted or talented, should do the same amount of home learning as other children. Their home learning should support their individual need and it is therefore important that there should be close coordination between the class teacher, parent/carers and the Inclusion Co-ordinator.

4.3 Teachers will use their experience and professionalism to set home learning based on the needs of the class. Therefore, children may not always receive home learning in particular subjects if there is a particular need in another subject area.

4.4 Possible content areas for home learning

English

Reading

Key Stage	Home learning examples
Foundation	Children take home library books weekly to share with adults. Reading scheme books are sent home. Children are given words to learn at home.
Key Stage 1	Books at their group level.

Key Stage 2	Group Reading books or other reading books.
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Phonics and Spelling

Key Stage	Home learning examples
Foundation	Practice actions and sounds from Little Wandle Phonics Scheme. Children take home words to sound out.
Key Stage 1	Children take home spellings.
Key Stage 2	Children take home spellings that follow the spelling rule taught during that week or spellings taken from children's own work.

Writing

Key Stage	Home learning examples
Foundation	No formal home learning set.
Key Stage 1	Occasionally children are given the opportunity to complete a piece of writing at home or an individual writing task may be set.
Key Stage 2	A writing task may be set e.g. write a short story or a diary entry. Children need to use the writing skills they have learnt in school. Writing related to topic or science work may be set.

Maths

Key Stage	Home learning examples
Foundation	No formal home learning set. Parents are encouraged to play counting games and look for numbers in the environment.
Key Stage 1 & 2	Maths activities and problem-solving activities related to the maths objectives are set to reflect the learning needs of the class.

5. The Role of Parent/Carers:

5.1 Parents should comply with the conditions specified in the Home School Agreement, namely:

- To try and provide an appropriate environment for home learning.
- To hear their child read, and to share books with their child on a regular basis.
- To support their child's learning and to ensure that set home learning is completed.

5.2 The quality of completed home learning is monitored and reviewed at regular periods in consultation with children and parents.

In instances where a child consistently fails to complete or return set home learning, class teachers will contact the parents to arrange an interview with the child, the parents and the class teacher.