

# HOME LEARNING POLICY



## Introduction

At Whitchurch, we consider that Home Learning is part of the school's overall learning and assessment strategy. It refers to any work or activities that the children are asked to do outside school hours. It is a part of the wider partnership between home and school and so needs the support of all concerned if it is to be effective.

Use of well planned, effective Home Learning, contributes to many aims of Whitchurch School. It aids the development of key skills identified in the National Curriculum, it can support the intellectual, aesthetic, creative and cultural development of the child and it encourages the development of active partnership with parents and carers, as they share in their child's learning through encouragement, interest and if appropriate active support.

## What are the aims of this policy?

- To ensure a consistent approach throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for Home Learning
- To ensure that teachers, parents and children are fully aware of the role they play with regard to Home Learning

## Why is Home Learning important?

- It strengthens links between home and school.
- It encourages children to develop their skills of organisation, independence, self discipline and time management.
- It helps to develop skills and attitudes which children will need for successful, independent, lifelong learning.
- It provides opportunities for children to prepare for, consolidate or enrich and extend learning activities from the school day.
- It helps to inform parents about children's school work and provides opportunity for parents to support this work.
- It helps develop good work habits in preparation for Secondary education and future employment.
- It encourages children and parents to share and enjoy learning experiences.

## What is the role of the school?

- To provide parents with a clear policy regarding Home Learning.
- To ensure that the policy is fully and consistently followed.
- To provide support for parents with information about Home Learning.

## What is the role of the teacher?

- To plan and set appropriate amounts and types of learning, taking into account age, ability and individual needs.
- To ensure all children understand the learning they have been given.
- To positively promote Home Learning with children.
- To be available to talk to parents and children about home learning
- To inform parents if there are any ongoing problems.

### **What is the role of parents / carers?**

- To support children in completing Home Learning.
- To encourage children to complete home learning to the best of their ability and hand it in on time.
- To provide the appropriate conditions for children to complete Home Learning.
- To provide the appropriate resources for children to complete Home Learning.
- To keep teachers informed of concerns or queries.

### **What is the role of children?**

- To make sure they understand the tasks they have been set.
- To put the same amount of effort as would be expected of class work to try their best.
- To hand in Home Learning in on time.
- To take on board any feedback about Home Learning.
- 

### **What type of Home Learning will be given?**

The aim is to provide a progression from play-based, open-ended activities in Reception, Years 1 and 2 through to more structured work in preparation for what a child can expect at Secondary School.

For young children activities might include, for example:

- Reading with parents or carers
- Spellings
- Informal games to practise mathematical skills
- Talk to learn task

For older children, activities might include, for example:

- Reading
- Spellings
- Handwriting
- Preparing a presentation to the class
- Finding out information
- Making something
- Trying out a simple scientific experiment
- Maths task
- Cooking
- Talk to learn task

## **EYFS and KS1**

### **Spelling**

**EYFS - Year R** – Letter sounds, digraphs and trigraphs are practised within class, throughout continuous provision and daily phonics sessions. Children are streamed according to ability and challenged to ensure progress. Activities are sent home for consolidation and available on the Reception Class page of the School website. Spelling Shed is also made accessible to higher ability to access at home.

**Year 1** – 4 key word spellings taken from the first 100 high frequency words list (letters and sounds) and 10 words that follow the sound focus for the week. Children are expected to make use of Spelling Shed to help practice words.

**Year 2** – 12 words that follow the spelling focus of that week, as set out in phase 6 of the letters and sounds document. 10 key word spellings will replace this list at various stages throughout each term,

revisiting key words from phases 2 – 5, common exception words or personal errors from work. Children are expected to make use of Spelling Shed to help practice words.

## **Reading**

### **EYFS - Year R**

Children are given the opportunity to share books daily.

- Adults reading to children: Parents / Carers are encouraged to share books from school, home and the library. Read to your child encouraging them to point to the words as they are being read. Discuss the book.
- Children reading to adults: Children will bring books home to “read” to an adult. Some of these books will be textless books – much valuable conversation and discussion can be had about the pictures and the layout of the book. When children bring books with words home encourage them to point to the words as they read. Discussing the story and the characters and asking questions about the book will help with children’s understanding of language.
- Reading books are levelled according to phonics ability, so each child has a book with appropriate challenge.
- A permanent reading area is in the classroom with a weekly rotation of books, books linked to topics and own interests.
- The class “Panda Bookbag” is sent home daily with a child. Children are encouraged to send in photos of them reading and enjoying the book at home.
- Children visit the library and take a book out weekly.
- Children are encouraged to take “shelfies” at home of reading areas/shelves/corners at home.
- Parents are encouraged to model reading.

### **Key Stage One (KS1) Years 1 and 2**

Children are expected to be reading at least 5 times a week. The role of an adult is to listen and support them.

- Remind children to use different strategies to read new words.
- Strategies to work out unfamiliar words include: sounding out the word, chunking into parts, skipping over the word and reading the rest of the sentence for contextual clues, looking at the pictures and looking for words within words.
- Discuss the book to check that children have understood what they have read.
- Reread the books to ensure fluency.
- Record reading daily in children’s diaries. Parents should record what book has been read and sign or comment each time they read with their child.
- Reading comprehension activities might also be sent home to support understanding.

## **Other homework**

### **EYFS**

Children take home termly home learning journals which contain a range of different activities for all areas of the EYFS framework to complete at home and return for sharing at the end of term. They are suggested activities and can be adapted to suit the child’s interests. Parents are also encouraged to access additional resources on the Reception Class page of the School website.

**Year 1 and 2** – Children in Year 2 will be asked to complete a homework activity every other week. This may take the form of topic, English or Maths. The homework will either consolidate learning that has already taken place in class or will be a research / construct / discover based task. Instructions for the homework will be set on Google Classroom, with the option for the children to complete and upload their work on Google Classroom, print out, complete and bring in a hard copy or complete in their learning journals. Links to other online platforms that contain the homework task such as Purple Mash will be provided on Google Classroom as well.

## **In Key Stage 2 (KS2): Years 3, 4, 5 and 6**

### **Spelling**

Children will be given between 8-10 words, taken from the National Curriculum; high frequency words or topic words. A target is set for each individual child to achieve, based upon their ability. Children will practice their spellings using the online programme, 'Spelling Shed' on a daily basis for between 5 – 10 minutes.

### **Times Tables**

Children in KS2 are expected to practise their times tables using the online platform 'Times Table Rock Stars' (TTRS) on a daily basis for 5 -10 minutes in order to embed timestables knowledge and embed fluency. Children may also take part in inter-class tournaments. Teachers will set specific Timestables related to children or groups of children.

### **Reading**

- Children should be reading regularly. They may read to an adult, with an adult or read to themselves in the presence of an adult.
- Reading Records: Children should begin to record their own reading regularly in their Reading Record and note their reflections on what they are reading. An adult should sign the diary at least 3 times a week in Years 3 & 4
- In Year 5 & 6, the children will continue to use a Reading Record where they will be expected to get an adult to sign once a week.

### **Other homework**

In addition to Reading and Spellings other homework will be given each week in KS2.

Children in years 3 and 4 will be asked to complete an English or Mathematics homework on alternate weeks. This homework will consolidate learning taken place during that week. This will be set on Google Classroom or using an online subscription such as 'Planpanion'. Teachers may also set a topic-based homework to be completed for after a holiday, for example. This may involve research or even a construction-based task.

Children in years 5 and 6 will also complete their Home Learning weekly. This may be completed on Google Classroom or using an online subscription such as 'Planpanion'. As in Lower Key stage 2, Teachers may also set a topic-based homework to be completed for after a holiday, for example. This may involve research or even a construction-based task.

In addition, in Year 6, a 'Pick and Mix' style homework will be set half termly, where, in addition to the weekly maths and English homework, a selection of tasks must be completed during that half term. The aim of this is to encourage and develop children's time management skills as they move towards their Secondary education.

### **Is Home Learning the same for all children throughout the school?**

Home Learning tasks will take into account the age, ability and requirements of each individual child. Teachers will adjust the homework and expectation where they see fit.

## **How will homework be marked?**

Most work in KS1 and KS2 will be graded on Google Classroom using an appropriate teacher comment on the work that they have 'Turned in'. Some assignments will 'self-mark' depending on whether a quiz or form has been set. Homework that is brought back in will be checked by a member of staff and any misconceptions will form part of the teachers planning for teaching and learning cycle.

Teachers will not generally mark homework that is handed in late.

## **When will homework be given?**

Homework will be set on a Thursday and should be returned by the following Monday.

Spellings will be set on Spelling Shed on Monday and be practised throughout the week

Reading Records should be handed in to be signed by a member of staff on a Monday.

## **(Please see Appendix 1 for the Home Learning timetable)**

Homework may be suspended at busy times e.g. end of the term, concerts or school trips

## **How long should homework take?**

The following are Government recommendations as appropriate time allocations for homework activities.

Years 1 and 2 - 1 hour per week.

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

## **Reception**

We suggest 8 activities from the suggested activity is completed across a half term and shouldn't take more than a couple of hours in total. Little and often.

EYFS have set words to learn and a reading book to share. We do encourage you to look at other books with your child and share their learning in their home school link book.

## **KS1 & KS2**

Children in KS1 should be spending between 30 minutes to 1 hour on either their Maths and English home learning a week

Children in Lower KS2 (Years 3 & 4) should be spending between 30 minutes to 1 hour on either their Maths and English home learning a week

Children in Upper KS2 (Years 5 & 6) should be spending between 30 minutes to 1 hour on each of their Maths and English home learning a week

Year 6 do the additional 'Pick and Mix' homework as detailed in the **'Other Homework'** section

Children may wish to spend longer on tasks. They are welcome to; however, they should not feel pressurised. If children spend longer they should make a note of the time spent at the bottom of the task. If parents have concerns about the amount of time being spent on a particular task, please speak to the class teacher. It is not our intention that children spend all their spare time working on home learning tasks.

The member of staff reviewing the home learning may challenge a particular child if they feel they are not working to the best of their ability.

## Where is Home Learning recorded?

- Records of reading should be recorded in children's Reading Records/Bookmarks
- Other tasks are recorded in a variety of ways depending on the task, but generally they should be completed online on Google Classroom or other subscription based platforms.

## Should parents / carers help with Home Learning?

Home Learning allows parents/guardians to see what their children are doing and support their learning. This partnership between home and school is a vital part of successful education. Children are likely to get more out of the home learning if parents get involved as long as they remember it is the child's homework and they don't take over too much! If parents are unsure about how much help to give they should discuss this with the class teacher.

### Please:

- **Do** show interest and talk with your child about their homework tasks.
- **Do** encourage your child to discuss homework with you.
- **Do** give lots of encouragement, praise and ensure your child gives of their best. You have tremendous power to strengthen your child's confidence – and confidence is vital to learning.
- **Do** read to and with your child as much as possible. We would encourage you to read to your child, hear them read, or encourage them to read to themselves.
- **Do** jointly decide where and when home learning should be done. Try to provide a reasonably quiet and suitable place where your child can work and show that you and all members of the family value and respect the homework activity.
- **Do** remind your child to complete and hand in home learning on time.
- **Do** please sign your child's reading records and bookmarks to acknowledge that it has been completed
- **Do** relax and help your child see the enjoyable aspects of home learning.
- Leave ownership with your child encourage them to become more independent and take responsibility.

### Please:

- **Do not** show anxiety or impatience.
- **Do not** do the work yourself!
- **Do not** hesitate to ask for help if you have any queries or concerns.
- **Do not** pressurise your child or overdo the session.

## Are parents responsible for teaching concepts?

All teaching is the responsibility of the teacher within the school. No teaching is required at home. Home Learning will encourage independent learning by the pupil with suggested support from parents/guardians given by the teacher. If a child makes mistakes parents/guardians may wish to discuss these with the child, however it is important that teachers are made aware of misconceptions so that these can be addressed in the teaching and learning at school.

## What about children who do not complete Home Learning?

The expectations are that **children will complete Home Learning**. Teachers rely on the co-operation of parents to encourage their children to complete homework. Parents are encouraged to take an active and positive part in homework with their children. It is hoped that they will gain invaluable insights into the curriculum by taking an interest in home learning activities.

Teachers will accept genuine reasons for a child failing to complete homework. If parents or teachers encounter any difficulties regarding the completion of homework the normal channels of communication, informal word at home time, phone call or formal appointment will be used to address the difficulty.

As the children get older there may be occasions when a child will miss playtime or some of lunch-time if they have not completed Home Learning.

## Equal Opportunity

Opportunities to take part in home learning are open and available to all pupils. All children are allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion or cultural/ethnic background. The content of the home learning and the resources available ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve appropriate to their age, experience and abilities. Provision is made for children with Special Educational Needs so that they can take part in any programme with the other children.

## Finally

If a child is finding they have too much work, parents should speak to the child's teacher.

If, due to time wasting or poor behaviour, a child fails to complete set tasks in class which have been set according to the ability of the child concerned, then they will be required to complete the work at home.

The staff appreciate the support you give to your child's learning and the Home Learning policy.

September 2025

## Appendix 1

### Home Learning Timetable

Whitchurch Combined School Homework Rota 2025						
	Reception		KS1		KS2	
	Set	Due in	Set	Due in	Set	Due in
Reading	On child's individual reading day Daily reading in reading record	Change book weekly on a rota	Friday Sign reading record when book read	Friday change book	Monday x3 signed in reading record	Monday Checked Y5/6 -2 books a half term
Spelling	Key words given out in Sept	Ongoing	Friday – Spelling shed	Tested Friday	Monday - Spelling shed	Tested Friday
Maths/ number work	As part of learning journals	Ongoing	White Rose 1 minute maths	Completed twice a week	Y3/4 Rock Stars x2/3 a week Y5/6 Rock Stars x4/5 a week	Checked weekly
Learning Journals/ Google classrooms/ Planpanion	Half termly list given Book	Each half term after Christmas	Tuesday Book Y1/2 mixture of <u>Maths/English/</u> Topic Y1 after half term	Following Friday	Thursday Google classroom Each week - Y3/4 alternate Maths/English Y5/6 Maths and English Y6 – Extra task	Monday       Termly
Other subjects	Different subject selfie over the half term					

<https://www.whitchurchcombined.co.uk/home-learning-9/>