

MOORFIELD PRIMARY SCHOOL



HOME LEARNING POLICY

Term Of Staff Review:	Summer 2026
Reviewed & Approved By Governing Body:	Summer 2026
Committee:	Full Governors
Term of Next Review:	Summer 2028

Inspiring Creative Learners for Exciting Futures

Moorfield Primary School is firmly committed to raising the attainment of all pupils in its school and recognises the significant contribution homework can make to the personal, social and academic success of each individual pupil.

Purpose of Home Learning:

For children:

- Enable children to take responsibility for their own learning.
- Practise and consolidate skills learnt in school.
- Develop independent learning, underpinned by autonomy and perseverance.
- Encourage pupils to manage their time.
- Improve children's self-confidence and motivation.

For parents:

- Enable parents to be involved and informed about the types of learning being undertaken in class.
- Sharing in their child's learning.
- Showing an interest in their child's education.
- Monitoring their child's progress.

Aims of this policy:

- Provide a clear definition of the purpose and nature of Home Learning at Moorfield Primary School.
- To establish how Home Learning will be organised across the school.

We believe that parents are children's first educators. Home Learning is an activity to be undertaken outside of the curriculum time, which develops children's key skills. We believe home learning is key to children's progress and a valuable opportunity for children to learn with their parents/carers. The home learning we provide will focus on two elements: practising the key skill of reading and the acquisition of knowledge.

Children's core skills will be developed through daily reading. Reading will be monitored closely to ensure that children are reaching their full potential by reading each day.

Children's knowledge will be developed through the learning of information and the learning of key spellings and number facts.

Feedback

Should parents and children wish to engage in any additional extension activities, opportunities will be provided in class for children to showcase their work and/or discuss their learning. There will be no formal written feedback; the emphasis is on home learning and the children developing their own knowledge and understanding. This will ensure that home learning focuses on the acquisition of knowledge in pupils rather than the completion of a task for school.

Organisation:

Spellings – These will be issued by the class teacher each week. The spellings will be tested back in school (days to be directed by the class teacher).

Number facts - Star Bonds (number bonds) moving onto Moorfield Tables (multiplication facts). These will be set by the class teacher with the expectation of children knowing all multiplication facts to 12 x 12 by the time they leave Year 4. Moorfield Tables will be used to test pupils' knowledge of multiplication and division facts each week from Year 2. All resources are available on the school website. We also use Times Table Rock Stars and My Maths.

Reading – This should take place every day (see Appendix 3). A major element of the home learning redevelopment has been to ensure parents and pupils have time to focus on core learning, including reading. The more children read, the more their vocabulary increases and their ability to access the whole of the curriculum dramatically increases. Children of all ages still enjoy being read to, so if your child is able to read independently, please do continue to share reading where appropriate. It is still useful to discuss their reading with them (see Appendix 4 for levelled questions).

Additional activities will be issued by the class teacher each week. These activities may be: Reinforcement of class work, researching topics and investigations, preparing for class work, reviewing, redrafting or summarising a piece of work, preparation for a presentation etc.

Monitoring the effectiveness of this policy:

The effectiveness of this policy will be reviewed annually by SLT and the Governing Body. Where appropriate, stakeholder feedback will be sought to ensure that the Home Learning policy remains effective and fit for purpose.

Revised and adopted by the Governing Body Summer 2026

Moorfield Home Learning Appendices

Appendix 1: Roles and Responsibilities of Stakeholders

<p><u>Role of the Teacher:</u></p> <ul style="list-style-type: none">• Encourage and praise children when they have completed their home learning, emphasising the knowledge they have gained.• Appropriate to the needs of the child.• Ensure consistency across the year group.• Provide supportive guidance for parents and pupils where appropriate.• Set interesting tasks or activities.• Explain when, what and how the work is to be done so that each child clearly understands the expectations of the task.• Provide feedback.	<p><u>Role of the Senior Leadership Team and Governing Body:</u></p> <ul style="list-style-type: none">• Encourage and praise children when they have completed their home learning, emphasising the knowledge they have gained.• Check compliance with/development of policy.• Promote this policy by raising its status and importance.• To support staff, pupils and parents in homework.• To be aware of the specific needs of carers, bilingual parents and travelling families.• Monitor, evaluate and develop effectiveness of policy in conjunction with other stakeholders.
<p><u>Role of Parents and Carers:</u></p> <ul style="list-style-type: none">• Encourage and praise children when they have completed their home learning, emphasising the knowledge they have gained.• Actively be involved and support child with home learning.• Provide the appropriate conditions, resources and a suitable space for the child to complete the home learning.• Read with your child every day/provide opportunities for your child to read every day.• Contact the class teacher/school if you are not sure of some aspect of the home learning.	<p><u>Role of the Child:</u></p> <ul style="list-style-type: none">• Ensure they have everything they need to complete home learning each week.• Take responsibility for their own acquisition of knowledge.• Make sure they understand the task(s) that has/have been set.• Recognise the important part homework plays in their education.

Appendix 2: Progression Information

	Reading Questions and discussion of book	Spelling <i>For children working below Age Related Expectations, they will be provided with an alternative list</i>	Number Facts	Home Learning additional activity examples
Reception	Minimum of 10 minutes per day	Minimum 6 spellings Following a spelling rule/pattern or from the first 100 High Frequency Words.		
Year 1	Minimum of 10 minutes per day	Minimum 6 spellings (increasing to 10). Following a spelling rule/pattern or from the first 100 High Frequency Words and then the Year 1 Common Exception Words.	Star Bonds (Level 1 – 8) Number bonds to 10 and then 20.	Creative projects Trips to the park Creative activity Research activity SPaG Mats Grammar Comprehension Pobble task
Year 2	Minimum of 10 minutes per day	Minimum 10 spellings. Following a spelling rule/pattern or from the first 100 High Frequency Words, Year 1 Common Exception Words or Year 2 Common Exception Words.	Star Bonds (Level 1 – 8) Number bonds to 10 and then 20. Moorfield Tables (Division 6, Division 5) (Some children may access Division 4) Multiplication tables 2, 3, 5, 10 with corresponding division facts. My Maths and TT Rockstars	
Year 3	Minimum 15 minutes per day	Minimum 10 spellings. Following a spelling rule/pattern or from the Year 3 and 4 statutory list.	Moorfield Tables (Division 4, Division 3, Division 2), (Some children may access Division 1) Multiplication 2, 3, 4, 5, 6, 8 and 10 with corresponding division facts. My Maths and TT Rockstars	
Year 4	Minimum 15 minutes per day Questions and discussion of book	Minimum 10 spellings. Following a spelling rule/pattern or from the Year 3 and 4 statutory list.	Moorfield Tables (Division 1, Premier League, Champions League, 50 Club) (Some children may access 75 Club) All multiplication facts to 12 x 12 with corresponding division facts. My Maths and TT Rockstars (30 minutes a week)	
Year 5	Minimum 20 minutes sustained per day (usually independently although children may need clarification/support on vocabulary)	Minimum 10 spellings. Following a spelling rule/pattern or from the Year 5 and 6 statutory list.	Moorfield Tables (75 Club, 100 Club and Whizzo) Application of all multiplication and division facts. Progression to learn decimal multiplication facts My Maths and TT Rockstars	
Year 6	Minimum 20 minutes per day (this should gradually increase to 30 minutes sustained reading)	Minimum 10 spellings. Following a spelling rule/pattern or from the Year 5 and 6 statutory list.	Moorfield Tables (100 Club and Whizzo) Application of all multiplication and division facts, roots, squares and percentages. Arithmetic Test and TT Rockstars	
Year 6 pupils will be given additional key learning activities during the Spring and Summer term to ensure that they have experience of managing a homework timetable prior to starting High School.				

Appendix 3: Reading information for home learning

Benefits of reading 20 minutes per day...

Child A

Reads 20 additional minutes per day

60 hours per school year

Exposed to **1.8 million words per year**

By the end of Y6, they will have spent **60 whole days** reading

Scores in 90% range in standardised tests

Child B

Reads 5 additional minutes per day

15 hours per school year

Exposed to **282,000 words per year**

By the end of Y6, they will have spent **12 whole days** reading

Usually scores in 50% range in standardised tests

Child C

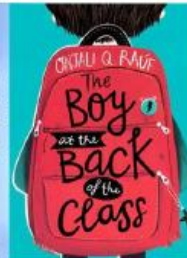
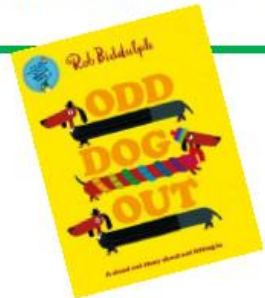
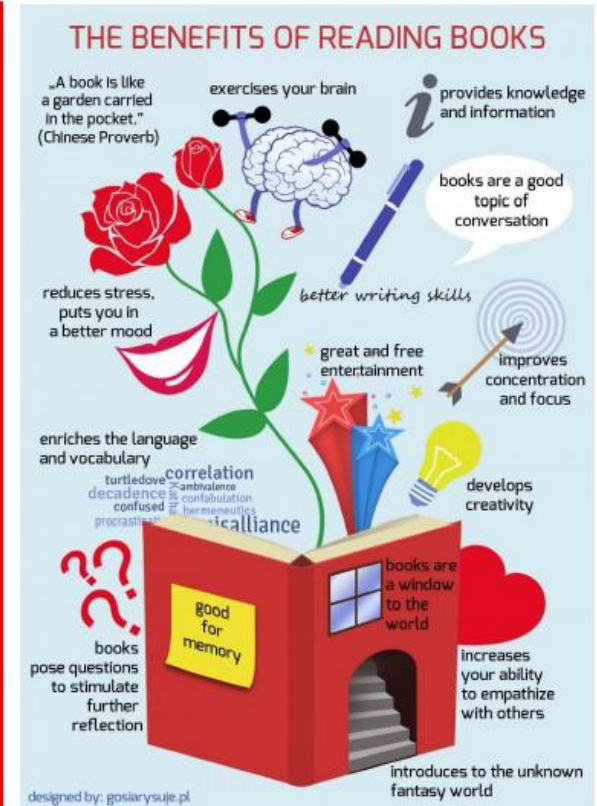
Reads 1 additional minute per day

3 hours per school year

Exposed to **8000 words per year**

By the end of Y6, they will have spent **3 whole days** reading

Usually scores in 10% range in standardised tests



Appendix 4: Book Band Progression and Reading at Home Guide for Parents and Carers

Colour Band	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	FREE READERS		
			REC			YEAR 1			YEAR 2			YEAR 3	YEAR 4	YEAR 5	YEAR 6
End of Year Expectations			REC			YEAR 1			YEAR 2			YEAR 3	YEAR 4	YEAR 5	YEAR 6

10 Tips on Hearing Your Child Read

As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read. Here are some suggestions on how you can help to make this a positive experience.

1. Choose a quiet time Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.
2. Make reading enjoyable Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.
3. Maintain the flow If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.
4. Be positive If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.
5. Success is the key Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.
6. Visit the Library Encourage your child to use the public library regularly.
7. Regular practice Try to read with your child on most school days. 'Little and often' is best. Teachers have limited time to help your child with reading.
8. Communicate Your child will most likely have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.
9. Talk about the books There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.
10. Variety is important Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, and information books.

REMEMBER.....

Try to give your child lots of opportunities to read aloud. Inspire your young reader to practice every day! The tips in this guide offer some fun ways you can help your child become a happy and confident reader.

Try a new tip each week. See what works best for your child.

Once is not enough Encourage your child to re-read favourite books and poems. Re-reading helps children read more quickly and accurately.
Take control of the television It's difficult for reading to compete with TV and video games. Encourage reading as a free-time activity.
Be patient When your child is trying to sound out an unfamiliar word, give him/her time to do so. Remind your child to look closely at the first letter or letters of the word.

Pick books that are at the right level Help your child pick books that are not too difficult.

The aim is to give your child lots of successful reading experiences. Play word games Have your child sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

Gently correct your young reader. When your child makes a mistake, gently point out the letters that they overlooked or read incorrectly.

Many beginning readers will guess wildly at a word based on its first letter. Talk, talk, talk! Talk with your child every day about school and things going on around the house.

Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.

Write, write, write! Ask your child to help you write out the shopping list, a thank you note to Grandma, or to keep a diary of special things that happen at home. When writing, encourage your child to use the letter and sound patterns he/she is learning at school.

Here are some questions that may help you to support your children's reading and enjoyment of the stories that they choose.

It is not expected that you ask every question, every time they read a book to you! However, by choosing 2 or 3 of the questions to ask your child before, during and after the reading of their book, it will support their developing comprehension of what they read and ultimately, their enjoyment of the books that they choose.

Whilst the questions and ideas listed below will help to develop and support your child's reading in Key Stage 1, they can also be adapted to allow you to support your child as they continue to develop in their reading and enter Key Stage 2. They can also be adapted to any text that your child is reading (e.g. comics, newspapers, leaflets, information on signs (e.g. At the zoo), etc)

Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?
- Talk about the different parts of the book (eg. Front cover, back cover, title, author, illustrator, blurb, ISBN number, bar code, publisher marks)
- If it is an information book ask them where you will find out about something specific (ie. can the child use the Contents page or Index to locate information?)

During the reading of the book:

- Tell me what is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is....? Is he/she friendly/ mean/ nice...?
- Ask children about events in the story: How would you feel if you had been that character? Has anything like that happened to you? Would you like that to happen to you?
- If reading an information book: What facts have you read? Have you learnt anything new? What does this page tell you about? Is there anything that interests you on this page? Where would you go to find information about....?

At the end of the book:

- What was their favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character is....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?
- Are there any words or phrases that you enjoyed?
- Did the pictures help you to understand the story better? Why are some words written in capital letters? Italics? Bold print? Different colour?

Does this story remind you of anything that has happened to you?

- Tell me about some other books that you have read recently.
- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)