



St Nicholas
C of E Primary School

Home Learning Policy



Adopted: July 2019

Reviewed: July 2025

Next review : July 2027

1. PURPOSE

1.1 The purpose of this policy is: -

- To ensure home learning is an integral part of the curriculum at St Nicholas C of E Primary
- To establish clear guidelines on the purpose of home learning and the setting, timing and marking expectations at St Nicholas C of E Primary.
- To provide information to parents, teachers and governors in order to achieve consistency in the messages children receive about home learning.
- To create a firm partnership between parents/carers and the school through involving them in their child's learning.

1.2 Research evidence suggests that home learning has the greatest impact on learning when: -

- Home learning tasks are an integral part of the school curriculum.
- There is consistent practice across the school in setting and marking home learning tasks.
- Pupils and parent/carers are clear about what they need to do and know what to expect each week.
- Parent/carers are treated as partners in their children's learning.
- There are high expectations of pupils in completing learning done at home.
- Pupils receive prompt feedback on their completed tasks.
- Home learning policies are regularly monitored and evaluated to check their effectiveness.

1.3 At St Nicholas C of E Primary we understand that to be effective, home learning needs to be part of a wider partnership between parents, pupils and schools. Therefore parent/carers, governors and pupils were consulted during this review of the Home Learning policy.

1.4 The purpose of learning at home is: -

- To give children opportunities to practice or consolidate basic skills and knowledge for example: reading, spelling, multiplication, division.
- To encourage children to become independent learners where prior knowledge is developed.
- To help children to develop research skills and personal interests through extended school learning.
- To involve parents in their child's learning creating a partnership between school and home.
- To encourage children to be proud and enthusiastic about their learning.
- To encourage children to Persevere, Collaborate, be Resourceful and develop their Reflectiveness.
- To prepare children for transition through the Key Stages and between Key Stage 2 and secondary school.
- To raise self-esteem and confidence in all pupils.
- To promote excellence and raise the standards of all pupils.

1.5 This policy sets out timings, guidelines, roles and monitoring and evaluation. This policy will be reviewed every 2 years.

2. WHAT SHOULD THE LEARNING TASKS CONSIST OF?

2.1 Below is a guide to the homework tasks that will be set for each year group. The timings are an approximate guide.

2.1.1 **Reception** (OPTIONAL)

5 minutes of reading most nights in order to allow children to read and change books at their own pace
Learn key words

2.1.2 **Year 1**

Selected spellings to learn – **see Phonics and Spelling Policy (Yr1)**
Differentiated Maths sheet, mental Maths challenge or online MyMaths challenge to reinforce recent learning
Children are encouraged to get a minimum of 2 signatures a week, in their planner, to say that they have read their given books or completed online tasks at home

2.1.3 **Year 2**

Selected spellings to learn - **see Phonics and Spelling Policy (Yr2)**
Differentiated Maths sheet, mental Maths challenge or online MyMaths challenge to reinforce recent learning
Children are encouraged to get a minimum of 2 signatures a week, in their planner, to say that they have read their given books or completed online tasks at home

2.1.4 **Year 3**

Selected spellings to learn- **see Phonics and Spelling Policy (Yr3)**
Online MyMaths challenges are set half termly
Daily use of TTRockstars
15 minutes of reading at least 3 times per week in order to allow children to read and change books at their own pace
Children are encouraged to get a minimum of 3 signatures a week, in their planner, to say that they have read at home

2.1.5 **Year 4**

Selected spellings to learn- **see Phonics and Spelling Policy (Yr3)**
Online MyMaths challenges are set half termly
Daily use of TTRockstars
15 minutes of reading at least 3 times per week in order to allow children to read and change books at their own pace
Children are encouraged to get a minimum of 3 signatures a week, in their planner, to say that they have read at home

2.1.6 **Year 5**

Selected spellings to learn- **see Phonics and Spelling Policy (Yr5)**
Online MyMaths challenges are set half termly
20 minutes of reading at least 3 times each week in order to allow children to take an Accelerated Reader (AR) comprehension quiz at least every fortnight. Children should aim to move their personal progress target forwards by an average of 3% each week
Children are encouraged to get a minimum of 3 signatures a week, in their planner, to say that they have read at home

2.1.7 Year 6

Selected spellings to learn- see Phonics and Spelling Policy (Yr5)

Online MyMaths challenges are set half termly

20 minutes of reading at least 3 times each week in order to allow children to take an Accelerated Reader (AR) comprehension quiz at least every fortnight. Children should aim to move their personal progress target forwards by an average of 3% each week. Children are encouraged to get a minimum of 3 signatures a week, in their planner, to say that they have read at home

2.2 Homework will be set as normal the week before half term holidays and the hand-in day will remain the same effectively allowing the children an additional week to complete the work. Although children will be expected to read during the Christmas and Easter holidays, additional homework will not be set. Year 2 and Year 6 will be given SATs revision homework over the Easter holiday. As the Summer Holiday is a longer period of time away from school, many children are at risk of losing important skills and therefore holiday projects for all children may be set by class teachers.

2.3 For pupils with special educational needs, children's individual needs should be taken into account when home learning tasks are set. Tasks should be differentiated where children would have difficulty with the task set for the majority of the class. If worksheets are used care should be taken to ensure these are accessible to all the children in the class. Children with special education needs will also have their own tailored phonics and spelling programme for homework, where appropriate.

3. ROLES AND RESPONSIBILITIES

3.1 Teachers will: -

- Plan home learning as an integral part of our curriculum.
- Ensure tasks set are relevant to the current learning themes and that pupils understand the relevancy of the tasks.
- Provide a home-school planner for every child
- Give children adequate time to complete homework.
- If no homework is to be set inform parents through the homework planner or by sending out a note.
- Set tasks that can be completed in the allocated time and match as far as possible the abilities of the children.
- Where appropriate give an example of how to perform the task.
- Ensure tasks are marked according to school policy and provide feedback to the child on their progress and/ or effort.
- Give encouragement and praise to the child in the form of verbal feedback, stickers, stamps, house points and a mention in the school celebration assembly when excellence has been displayed to inspire others.
- Use home-school planners to communicate with the parents about matters concerning home learning.
- Sign home-school planners at least once a week.
- Approach parents and carers if home-school planners are not signed.

3.2 St Nicholas C of E Primary would like parents and carers to: -

- Be familiar with this policy via the school office or school website.
- Establish a daily or weekly routine for completing and returning home learning tasks.

- Provide somewhere as a quiet environment for children to be absorbed in their learning.
- Provide basic resources such as pencils, rulers, dictionary etc.
- Be interested and discuss learning with their child.
- Help their child to develop independence by modelling skills such as using a dictionary.
- Offer support by reading information through with their child.
- Use the home-school diaries or homework books to communicate how their child has tackled the task, any difficulties that might arise and what the child does well.
- Initial/sign the home-school planner when they have heard children read (minimum 2 times a week). For parents of older, more fluent readers (Y5, Y6), they should sign to acknowledge that their child has read to themselves, but should still read with their child at least three times a week. It is also important to talk to your child about what they have read asking questions which require reference to the text and inferential skills.
- Remember to have fun and enjoy the learning experience.
- Be positive about home learning and give plenty of encouragement and praise.

3.3 Pupils should: -

- Be organised so that necessary books and equipment are taken home.
- Bring their home-school planner to and from school every day.
- Make sure tasks are completed on time and returned to the teacher on time.
- Listen carefully to instructions for home learning tasks and ask for clarification if they are not sure.
- Tackle home learning with a positive attitude and take pride in presenting tasks to the best of their ability. Work at home should be of the same standard as work produced in school.
- Look after their home-school planner. A charge of £5.00 will be incurred for a new home-school planner.

4. Monitoring and Evaluating Home Learning at St Nicholas C of E Primary

- 4.1 Home learning will be monitored through home-school planners and access to statistics on the individual progress of school initiatives (e.g. spelling tests, AR personal reading progress target. TTRockstars).
- 4.2 There will be discussion and a learning dialogue between teachers and children as part of the feedback process.
- 4.3 The school will keep records of Dream Big, Shine Bright awards
- 4.4 The effectiveness of the home learning policy will be followed up through annual questionnaires to parents, pupils and teachers.