



Home Learning Policy

Date Implemented: September 2025

Date for Review: July 2026

Introduction

At St Nicholas C of E Primary School, we believe that home learning can play a valuable role in a child's education. It provides an opportunity to consolidate and reinforce skills learned in the classroom, develop independent study habits, and foster a partnership between home and school. We aim for home learning to be a positive and manageable experience that supports children's learning and well-being, reflecting our school's Christian values of community, respect, and perseverance.

Aims

- To consolidate and reinforce learning undertaken in school.
- To develop essential skills, particularly in reading, spelling, and mathematics.
- To encourage children to develop the confidence and self-discipline needed for independent study.
- To provide opportunities for parents and carers to be actively involved in their child's learning.
- To develop pupils' oracy and presentation skills.
- To prepare older pupils for the transition to secondary school.

	Reading of School Book	Spelling	Fluency Facts	Maths	Creative Project	Oracy Presentation	Additional
Reception	3 x 10mins		2 x 5 mins (from Aut 2)		1 x School Year		
Year 1	3 x 10mins	3 x 5 mins	2 x 5 mins (from Aut 2)	Spr/Sum NumBots - 5 x 3 mins	1 x School Year		
Year 2	3 x 10mins	3 x 5 mins	2 x 5 mins (from Aut 2)	Spr/Sum TTRS - 5 x 5 mins	1 x School Year		
					1 x School Year		
Year 3	3 x 10mins	3 x 5 mins	2 x 5 mins	TTRS - 5 x 5 mins	1 x School Year	1 x School Year	
Year 4	3 x 10mins	3 x 5 mins	2 x 5 mins	TTRS - 5 x 5 mins	1 x School Year	1 x School Year	
Year 5	3 x 10mins	3 x 5 mins	2 x 5 mins	TTRS - 5 x 5 mins	1 x School Year	2 x School Year	
Year 6	3 x 10mins	3 x 5 mins	2 x 5 mins	TTRS - 5 x 5 mins	1 x School Year	2 x School Year	Summer 2

Reception

The focus in Reception is to build foundational and early reading skills and to encourage resilience and active learning.

1. Reading:

- **Purpose:** To develop early reading skills, including sound recognition, blending, and comprehension, while fostering enjoyment and confidence in reading.
- **Expectation:** Children are expected to read their school reading book at home at least three times per week. In addition, they may also enjoy other books, such as library books or age-appropriate texts, to further support their love of reading. Reading at home should encourage children to talk about the story, pictures, and characters, supporting both comprehension and language development.
- **Recording:** Parents/Carers are encouraged to record each reading session in their child's reading record. These will be checked regularly by staff.

2. Fluency Facts:

- **Purpose:** To develop pupils' instant recall of number facts.
- **Expectation:** Children are expected to practise their Fluency Facts for 10 mins over the course of the week, in short bursts.
- **Activities:** Suggested games, songs and activities are provided in the Fluency Fact Parent Guides that are sent out each half term.

3. Creative Project:

- **Purpose:** The project will be linked to a topic selected from the area of learning - Understanding the World. It will help children share what they've learned in an open-ended way encouraging curiosity, creativity, and confidence.
- **Expectation:** Pupils are expected to participate actively, choose and use materials, and have a go building their resilience. They can work cooperatively with family members, and will be encouraged to share and talk about their creations.
- **Activity:** Linked to a topic they are learning at the time from Understanding the World.

Key Stage 1 (Years 1 & 2)

The focus in Key Stage 1 is on establishing foundational skills, particularly in reading.

1. Reading:

- **Purpose:** To develop fluency, comprehension, vocabulary, and most importantly, a love of reading.
- **Expectation:** Children are expected to read their school reading book at home **at least 3 times per week**, with daily reading being the ideal. In addition, they may enjoy other books such as library books, or reading other appropriate texts to further support their love of reading.
- **Recording:** Parents/Carers are encouraged to record home reading in the child's reading record, which will be checked regularly by school staff.

2. Spellings (Years 1 & 2):

- **Purpose:** To reinforce phonic knowledge or spelling patterns/rules and build sight recognition and consistently correct spelling of high frequency words.
- **Expectation:** Children will receive a short list of spellings each week, linked to the phonic sounds or spelling rules being taught in class.
- **Activity:** Practice can involve looking at the sounds, writing the words, or playing simple spelling games.
- **Follow Up:** Weekly Spelling Test

3. Fluency Facts:

- **Purpose:** To develop pupils' instant recall of number facts.
- **Expectation:** Children are expected to practise their Fluency Facts for 10 mins over the course of the week, in short bursts.
- **Activities:** Suggested games, songs and activities are provided in the Fluency Fact Parent Guides that are sent out each half term.

4. Numbots (Year 1 & 2)

- **Purpose:** To build foundational multiplication recall needed for mathematical fluency.
- **Expectation:** Towards the end of Year 1 and throughout Year 2, children will begin practising key times tables (typically 2s, 5s, and 10s initially). This will be set regularly by the class teacher.
- **Activity:** Practice may involve chanting, online games (e.g., TT Rockstars where appropriate), or practical activities.

5. Times Tables (Year 2):

- **Purpose:** To build foundational multiplication recall needed for mathematical fluency.
- **Expectation:** Towards the end of Year 1 and throughout Year 2, children will begin practising key times tables (typically 2s, 5s, and 10s initially). This will be set regularly by the class teacher.
- **Activity:** Practice may involve chanting, online games (e.g., TT Rockstars where appropriate), or practical activities.

6. Creative Project

- **Purpose:** These projects help children explore ideas in an open-ended way while supporting key areas of learning such as literacy, art, and social-emotional development.
- **Expectation:** Pupils are expected to participate actively, use materials responsibly, and try their best, regardless of skill level. They can work cooperatively with family members, and be should be willing to share and talk about their creations.
- **Activity:** Linked to a topic they are learning at the time.

Key Stage 2 (Years 3 - 6)

Home learning in Key Stage 2 builds upon the foundations laid in Key Stage 1, increasing independence and introducing new skills.

1. Reading:

- **Purpose:** To maintain reading fluency, develop deeper comprehension skills, expand vocabulary, and foster reading for pleasure and information.
- **Expectation:** The expectation of regular reading continues (ideally daily, minimum 3 times per week). Children are encouraged to read a wider range of texts and discuss their reading.
- **Recording/Follow Up:** Children to complete a weekly reading response in school.

2. Spellings:

- **Purpose:** To develop accuracy in spelling across the curriculum.
- **Expectation:** Children will receive weekly spellings linked to statutory word lists and spelling patterns taught in class.
- **Activity:** Practice activities may become more varied, including definitions, using words in sentences, etc.
- **Follow Up:** Weekly Spelling Test

3. Fluency Facts:

- **Purpose:** To develop pupils' instant recall of number facts.
- **Expectation:** Children are expected to practise their Fluency Facts for 10 mins over the course of the week, in short bursts.
- **Activities:** Suggested games, songs and activities are provided in the Fluency Fact Parent Guides that are sent out each half term.

4. Times Tables:

- **Purpose:** To ensure multiplication facts are secure and can be applied efficiently in mathematical problem-solving.
- **Expectation:** Regular, frequent practice of all times tables up to 12x12 is expected throughout Key Stage 2. Fluency and rapid recall are the goals (essential for the Year 4 Multiplication Tables Check and beyond).
- **Activity:** Use of online platforms like TT Rockstars is strongly encouraged, alongside other methods suggested by the teacher.
- **Follow Up:** Weekly Times Tables Test

5. Oracy Presentations (Years 3 - 6):

- **Purpose:** To explicitly develop oracy skills, including structuring information, speaking clearly and confidently to an audience and listening respectfully.
- **Expectation:** All children in Years 3-6 will prepare and deliver **two presentations per year** to their peers.

- **Topic:** The topic choice will be largely down to the individual child (within appropriate guidelines set by the teacher), encouraging engagement with personal interests.
- **Support:** Teachers will provide guidance on structure, delivery, and timelines. Presentations will typically be scheduled across the academic year (e.g., one in Autumn/Spring, one in Summer).

7. Creative Project

- **Purpose:** These projects help children explore ideas in an open-ended way while supporting key areas of learning such as literacy, art, and social-emotional development.
- **Expectation:** Pupils are expected to participate actively, use materials responsibly, and try their best, regardless of skill level. They can work cooperatively with family members, and be should be willing to share and talk about their creations.
- **Activity:** Linked to a topic they are learning at the time.

Year 6 Transition Preparation

- **Timing:** During the Summer Term.
- **Purpose:** To specifically prepare pupils for the types of homework and level of independence expected in secondary school, focusing on **developing time management skills** and responsibility for completing tasks by set deadlines.
- **Expectation:** Year 6 pupils will receive **additional weekly home learning tasks**. These tasks will be short but require more independent organisation than previous homework.
- **Nature of Tasks:** These may include research projects, short writing pieces, multi-step problem-solving, or revision activities linked to secondary school readiness.

Why reading at home is so important?

Research consistently demonstrates the profound impact of reading aloud to children, with studies indicating that even just three times a week can yield significant benefits. Regular shared reading fosters crucial language development, expanding vocabulary and improving comprehension skills, which are fundamental for academic success across all subjects (Bus et al., 1995).

The importance of a little and often approach to number facts

Research consistently underscores the effectiveness of frequent, short bursts of practice for mastering number facts including multiplication and division facts. Studies have shown that the "little and often" approach, such as practicing times tables for at least five minutes five times a week, leads to significantly better long-term retention and automaticity compared to less frequent, longer sessions (Rohrer, 2009; Willingham, 2009). This regular, spaced

repetition helps to solidify neural connections, making recall faster and more efficient, which is crucial for building a strong foundation in mathematics and tackling more complex concepts (Dehaene, 1997). By incorporating these brief, consistent practice sessions into your child's routine, you can significantly enhance their mathematical fluency and confidence.

Role of Parents and Carers

- Provide a reasonably peaceful, suitable place for children to do their home learning.
- Encourage a regular routine for home learning.
- Support and encourage their child, particularly with reading practice.
- Help children with organisation and time management where needed.
- Communicate with the class teacher if their child is experiencing difficulties with the home learning or if there are circumstances preventing its completion.

Role of Teachers

- Set home learning tasks that are appropriate, purposeful, and clearly linked to classroom learning.
- Provide clear instructions and deadlines.
- Ensure a balance so that home learning is not excessive.
- Provide feedback on home learning where appropriate.
- Monitor completion and follow up where necessary.
- Communicate expectations clearly to pupils and parents.

Role of Pupils

- Listen carefully to instructions in class.
- Take responsibility for completing and returning home learning on time.
- Attempt tasks independently to the best of their ability.
- Ask for help from a teacher or parent if they are unsure or finding tasks too difficult.
- Take pride in their work.

Monitoring and Review

The effectiveness of this policy will be monitored by teachers, subject leaders, and the Senior Leadership Team through scrutiny of work, pupil feedback, and parent feedback. This policy will be reviewed every two years, or sooner if necessary.