St Andrew's CE VC Primary School

'Roots to grow, Wings to fly'
They will soar on wings like Eagles.

Isaiah 40:31

Home Learning Policy

Signed (Chair)	Name Tony Parker	Date: September 2026
Signed (Head)	Name Graham Pike	Date: September 2026
Ratified by Governing Body on		Next Review: September 2027

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

X	*The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

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HOME LEARNING POLICY

Preface: Christian Ethos

A core Christian belief is the importance that God places upon the care, the growth, and development of children. in Mark 10:13-16 *And they were bringing children to him so that he might touch them, and the disciples rebuked them. But when Jesus saw it, he was indignant and said to them, "Let the children come to me; do not hinder them, for to such belongs the kingdom of God. Truly, I say to you, whoever does not receive the kingdom of God like a child shall not enter it." And he took them in his arms and blessed them, laying his hands on them.*

The Bible verse says "*Train up a child in the way he should go, and when he is old he will not depart from it" Proverbs 22:6.*

We recognise that to fulfil this core belief, and to enable our children to flourish, we need to encourage our children to continue to learn at home, to give them the best opportunity to grow in their skills and understanding, give them the opportunity to share their learning with parents/carers, and prepare them to progress through each stage of schooling.

Rationale:

Why is home learning important?

1. **Reinforces Learning from the Classroom:**
Homework provides children with opportunities to practise and consolidate knowledge and skills learned in lessons. The Education Endowment Foundation (EEF) found that homework is most effective when it is closely linked to classroom learning and teachers provide feedback.

2. **Develops Independent Learning Habits:**
Regular, age-appropriate homework helps pupils develop self-discipline, organisation, responsibility and study routines. These habits support lifelong learning and help prepare children for the greater expectations of secondary education.

3. **Strengthens Home-School Partnerships:**
Homework can encourage parents and carers to engage with their child's learning. Research highlights that parental involvement can positively influence educational outcomes when parents support rather than complete the work for their children.

4. **Improves Reading Fluency and Basic Skills:**
Primary homework is most effective when focused on reading, spelling, number facts and other foundational skills. Frequent practice helps improve fluency and automatic recall, freeing pupils to focus on more complex learning in class.

5. **Prepares Pupils for Secondary School:**
Homework introduces pupils to managing learning beyond the classroom. Schools often use increasingly structured homework in Years 5 and 6 to help pupils transition successfully to Key Stage 3 expectations.

Whole school expectations:

<table>
<tr><th colspan="5">Whole School home learning weekly programme</th></tr>
<tr><th colspan="5">Year group(s)</th></tr>
<tr><th></th><th>Reception</th><th>Y1 & 2</th><th>Y3 & 4</th><th>Y5 & 6</th></tr>
<tr><td>Reading</td><td>Reading & sharing books
At least
5 x a week
10 min a night</td><td>Read & discuss with an adult
At least
5 x a week
10 mins a night</td><td>Read to an adult or independently then discuss
At least 5 x a week
15 mins a night</td><td>Read to an adult or independently then discuss
At least 5 x a week
15 mins a night</td></tr>
<tr><td>Spellings</td><td>Learn key words or phonemes
4 x a week</td><td>Phonics/ spelling practice
4 x a week</td><td>Spelling/Grammar practice
3 x per week</td><td>Spelling/Grammar practice
3 activities per week</td></tr>
<tr><td rowspan="2">Maths</td><td rowspan="2">Practise counting, recognising & writing numbers from 1 – 20</td><td>Practise and learn number bonds</td><td colspan="2">Mathletics
Complete 4 activities per week</td></tr>
<tr><td>Timetables Rockstars
Complete 20 mins per week
(Year 2 only)</td><td colspan="2">Timetables Rockstars
Complete 30 minutes per week</td></tr>
</table>

<u>Additional information:</u>

- Reading records will be checked by the class teacher/TA.
- Parents/ carers need to sign and comment each time they hear their child read.
- Pupils are given access to online platforms for them to use at home to support their learning (Times tables Rockstars Year 2 – 6; Mathletics – Year 3 – 6).
- Feedback to home learning will be given, when and where appropriate, verbally.
- Pupils should continue to read on a regular basis throughout each school holiday.
- Year 6 will be set additional home learning tasks in preparation for end of Key Stage SATs and to support their transition to secondary school.

Home learning works best when:

Teachers:

- Scaffold learning as needed by a group or individual.
- Provide feedback, where and when appropriate.
- Encourage pupils to complete their tasks.
- Monitor completion of tasks and follow up with pupils as appropriate.
- Communicate with parents if there are any concerns about a child's home learning.
- Communicate and share any positives.

Pupils:

- Complete any tasks set on time.
- Respond to feedback given by adults (Parents, teachers, TAs)
- Have a positive attitude towards home learning and give their best.
- Be prepared to discuss learning with an adult at home or in school.
- Manage their own time and home learning tasks, with increasing independence, as they move through KS2.

Parents:

- Provide an appropriate level of support and be actively involved when required.
- Encourage a positive attitude and praise their child for doing their best.
- Support pupils with the management of their time.
- Encourage increasing independence as their child moves through our school.
- Communicate with the teacher if there are any issues or concerns. In addition, parents are encouraged to share any positives.

- Organise a quiet and calm space for their child to complete learning.
- Encourage discussion around learning and support any additional learning a pupil may want to complete linked to subjects, including foundation subjects (History, geography, science etc.)

Example questions include:
What were you able to explain to others today?
What did you learn from others today?
What challenged you today?
Is there anything that you could teach us at home?
What were you most proud of today?
What learning is coming next?
Explain to me…

Monitoring and evaluating the policy:

The Governing body (through the curriculum committee) will:
- Have responsibility for monitoring and evaluating the impact of this policy.
- Delegate responsibility to the Headteacher to oversee the development and implementation of the policy.

The Headteacher will:
- Monitor and support the effective development, implementation and impact of this policy.
- Promote this policy by raising its status and importance.
- Review the policy regularly through consultation with staff and parents, when appropriate.
- Provide supportive guidance for parents.
- Keep up to date with new developments and research.