



2025 - 2026

Home Learning Policy

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Review period	Annual
Next due for review	September 2026
Governors Committee Responsible	FGB
Date Reviewed	September 2025
The policy was created by stakeholders of Kingsclere CE Primary School.	



Kingsclere CE Primary School

Hand in hand we learn, we grow, we soar
Love Courage Respect

Home Learning Policy

Home learning predominantly refers to tasks given to pupils by their teachers, to be completed outside of usual lessons. At Kingsclere CE Primary School we believe that Home learning can support pupils' development and attainment and is therefore an important part of a child's education. Our reasoning is based on research findings from the Education Endowment Foundation (EEF), an independent charity commissioned in partnership with the Department of Education, to review the latest research and provide recommendations for school based on the best available evidence.

Aims of the policy

Through implementation of this policy we aim to:

- Give all pupils the opportunity to extend, enhance and reinforce their learning, skills and understanding
- Ensure a consistent and progressive approach throughout the school
- Make set home learning accessible, relevant and meaningful for each child linked to work completed at school
- Make expectations about home learning clear to children, parents and other carers
- Promote opportunities for parents/carers and children to work together, thereby, fostering an effective partnership between home and school
- Encourage children to develop the confidence, independence, self-discipline and motivation needed to study on their own and prepare them for the next phase of education.

Why do we value Home Learning?

EEF findings state that, '*Homework (Home Learning) has a positive impact on average of 5+ months*'. Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. By valuing home-school learning at Kingsclere CE Primary, pupils are afforded the chance to practice skills, consolidate understanding of work covered in the classroom and widen their own interests. Moreover, developing good study habits provides an opportunity for pupils to develop self-discipline, independence and the ability to take responsibility for their own learning.

Principles

- The amount and type of home learning is tailored according to the child's age and prior learning
- Teachers ensure that the tasks are differentiated, purposeful and aimed at developing and consolidating learning
- Home learning will mostly be securing previous learning and key skills and must be meaningful and relevant. Some home learning will give pupils the opportunity to extend their learning to deepen their understanding
- As children progress through the school, so the challenge of home learning increases

Evidence Informed Home Learning Activities

Evidence from EEF states that, *'Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth enquiry, prepare for lessons or revise for exams'*. In line with this finding, at Kingsclere CE Primary School, home learning involves a range of activities from across the curriculum, designed to motivate and inspire children into becoming independent learners.

Evidence indicates that *'Home Learning linked to classroom work tends to be more effective.'* (EEF) Therefore weekly spelling or phonics activities are linked with the current focus of classroom learning. Research states that, *'How home learning relates to learning during normal school time is important. In the most effective examples home learning was an integral part of learning, rather than an add-on.'* For this reason, 'Take your Pick' home learning menus offer a creative choice of tasks linked with the current Enquiry Question from different areas of the curriculum. See Appendix 2. Studies show that, *'...it is important to make the purpose of home learning clear in order to maximise impact'*, (EEF) therefore when children receive a new home learning menu at the beginning of each term or half term it will clearly provide a platform linked directly to our Enquiry Curriculum focus for the coming term.

Research, from the Education Endowment Foundation (EEF) indicates that home learning involving digital technology typically has greater impact on learning by 6+ months so where possible, at Kingsclere CE Primary, we have invested in online platforms, for instance *Times Tables Rockstars* for Maths and *Spelling Shed* for Spelling. The online home learning activities help consolidate recent learning in the classroom. Seesaw is also used to upload photographs, videos, audio files, drawings, notes and PDFs to share between home and school.

Pupils may use artificial intelligence (AI) tools to support their research and learning at home, but only with parental permission. AI should be used to help children understand topics, not to complete tasks or assignments on their behalf. If AI technology is used, we ask that parents take responsibility for overseeing its use, including monitoring and filtering content, to ensure it is used safely and appropriately.

A breakdown of how home learning is structured in each class is provided below. This has been designed to encourage a gradual progression of skills and expectations, so that by the time children reach Year 6 they have established a clear routine in preparation for secondary school.

Foundation Stage

- Reading and sharing books daily, e.g., home reading books, e-books (*Phonics Shed*), library books to be recorded by parents/carers in Reading Record books
- *Phonics Shed* games
- Sticky Questions – see Appendix 3 – discussion statements for children to share their thoughts with their families
- ‘Take Your Pick’ half termly home learning menus will include maths rhymes, games and songs – parents/carers will upload responses onto *Tapestry/Seesaw* or children may bring completed tasks into school to share and display. These will be introduced in the Spring Term.

Key Stage 1 – Year 1 and Year 2

- Reading and sharing books – daily experiences, e.g. home reading books, e-books (*Phonics Shed*), library books to be recorded by parents/carers in Reading Record books
- *Phonics Shed* or *Spelling Shed* games and focus words from the week
- Weekly Maths activities
- Sticky Questions – see Appendix 3 - discussion statements for children to share their thoughts with their families
- ‘Take Your Pick’ termly or half-termly home learning menus – These enquiry-based activities will be shared at the end of the previous term so that there is the option of learning together through the holiday. At least one activity from the ‘Take your Pick’ menu should be completed each fortnight. Parents/carers/children might choose to upload responses on *Seesaw* and/or children may bring completed tasks into school

Lower Key Stage 2 – Year 3 and Year 4

- Reading and sharing books – daily experiences, e.g., home reading books, library books to be recorded by children in their Reading Record books
- Learning times tables – pupils might have paper-based activities or online games to support their instant recall
- Weekly Maths activities
- Spelling activities – there are likely to be two, weekly assignments: one based on the weekly spelling convention and the other focussing on year 3/4 focus words. These are accessed through *Spelling Shed*
- Sticky Questions – see Appendix 3 - discussion statements for children to share their thoughts with their families
- ‘Take Your Pick’ termly or half termly home learning menus – These enquiry-based activities will be shared at the end of the previous term so that there is the option of learning together through the holiday. At least one activity from the ‘Take your Pick’ menu should be completed each fortnight. Parents/carers/children might choose to upload responses on *Seesaw* and/or children may bring completed tasks into school

Upper Key Stage 2 – Year 5 and Year 6

- Reading and sharing books daily experiences, e.g., home reading books, library books
- Learning times tables and related division facts – pupils might have paper-based activities or online games to support their instant recall
- Weekly Maths activities
- Spelling activities – there is a weekly assignment based around year 5/6 focus words. These are accessed through *Spelling Shed*
- ‘Take Your Pick’ termly or half termly home learning menus – these enquiry-based activities will be shared at the end of the previous term so that there is the option of learning together through the holiday. At least one activity from the ‘Take your Pick’ menu should be completed each fortnight. Parents/carers/children might choose to upload responses on *Seesaw* and/or children may bring completed tasks into school
- Children may occasionally be given a bespoke activity, where further consolidation is felt to be beneficial to the learning
- From the Spring Term, Year 6 children may have SATs revision activities as home learning

Expectations

It is the expectation that all children will at least attempt to complete each of the home learning tasks to the best of their ability. Research shows that for home learning to be most effective schools must, '*understand and address any barriers to completion, such as access to a learning device or resources,*' (EEF). Therefore, if pupils need support to access these activities, the parent / carer should inform the class teacher in the first instance, who will attempt to adapt the task or provide resources in the school day to start the activity (e.g., early morning work).

A dedicated space will be available at lunchtime for pupils to complete home learning, should a child or their parent / carer request this support. This provision is designed to assist pupils who are unable to complete all home learning activities at home.

Dates for submitting home learning will always be made explicit by the class teacher. Where possible, a whole week will be allowed for each piece of work set to be completed. This allows for either parents/carers (who need to support their child) or children with heavy weekday/weekend commitments to complete the home learning set. Where possible, we will aim for home learning to be set and completed from Friday to Friday.

Pupils are expected to complete home learning to the same high standards insisted on in class e.g., neat handwriting, accurate use of full stops and capital letters. As detailed in children's '*5 Star Learning*' writing, spellings and maths must haves.

The school will also provide regular reminders outlining the current home learning tasks (See Appendix 1). Feedback from Kingsclere parents/carers has indicated they find this written communication helpful to support their child organise their home learning.

If home learning tasks have not been completed on three consecutive occasions, the class teacher will contact parents/carers to discuss this with them, with a view to putting in support where necessary, e.g., extending deadlines, providing additional materials to support their learning as well as the option of their child joining our school Homework Club.

Where children are absent from school because of illness, deadlines may be extended to accommodate at the teacher's professional discretion.

It is not expected that children will have home learning to complete over the school holidays, however research suggests that the 'flipped-learning' model where pupils prepare at home for classroom discussion and application tasks is especially effective. For this reason, and to support families who may have more time to be involved with children's home learning during the break, we share the 'Take Your Pick' termly or half termly home learning menus in advance of the break.

Feedback and marking – where learning is on-line (e.g., *Spelling Shed*) the exercises teachers. Where home learning is submitted on *Tapestry* or *Seesaw*, teachers will approve the activities and provide any necessary feedback to support further classroom progress. When pupils complete home learning in their mathematics class books, teachers will review and mark this work together with the whole class. For written home learning tasks, teachers will provide individual feedback.

How can parents / carers help their child with Home Learning?

Below is a list of ways that you as a parent / carer can show your child that you value their home learning and the time and effort spent completing it.

You can show you value your child's home learning by:




- Providing a suitable place and equipment for your child to do their home learning, where they will not be distracted
- Making it clear to your child that you value home learning and support the school in explaining how it can help learning in class
- Encouraging and praising when home learning is successfully completed
- Becoming involved in projects, when applicable
- Ensuring work is completed and posted on *Seesaw*, *Tapestry* or returned to school on time.
- Checking your child spends a suitable amount of time on home learning to allow for a healthy home and school learning balance

It is expected that parents / carers will support the school by encouraging their children to develop a responsible attitude to the completion of home learning.

How can school support parents / carers with home learning?

At Kingsclere CE Primary School, we understand that for some family's home learning can be difficult sometimes. Class teachers are the first point of contact for parents / carers to discuss issues and agree options for short term adaptations e.g., extension to deadlines, provision of resources etc. The leadership team can provide lunchtime support to assist children who need additional help with home learning.

Appendix 1

Year 3/4 Home Learning - Friday 9 th September - Friday 16 th September 2022																											
<p>Daily Reading</p> <p>Please continue to read with your child. All children who record a reading experience 5 times per week or more will be celebrated.</p> <p>Please continue to send your child's reading diary and books to school each day.</p>		<p>Spellings</p> <p>Children have been given a logon in their reading diaries. Please encourage your child to practise the spelling words using Spelling Shed or on paper.</p> <p>The spelling pattern this week covers the rule adding es to nouns that end in y.</p> <p>- Word ends in 'e' - remove e and + 'ies'</p> <p>fly and flies carry and carries</p>		<p>Reminders:</p> <ul style="list-style-type: none"> • P.E days: Tuesday and Thursday. Please wear P.E Kit on these days. • Thursday 15th September - Meet the teacher 5-6pm. • Friday 16th September - Sports day (12-1 picnic on field; 1-3 sports afternoon) <p>Times Tables or Number Bonds</p> <p>Children should continue to practise times tables and number bonds at home.</p>  <p>Get the button game</p>																							
 <p>Children have been given there log on for deepening understanding.</p> <p>Please complete the maths task set on the Deepening Understanding website.</p>		<p>Year 3/4 Key Words</p> <table border="1"> <thead> <tr> <th>Spellings</th> <th></th> </tr> </thead> <tbody> <tr><td>flies</td><td>were</td></tr> <tr><td>tries</td><td>where</td></tr> <tr><td>replies</td><td>friend</td></tr> <tr><td>cries</td><td>come</td></tr> <tr><td>copies</td><td></td></tr> <tr><td>babies</td><td></td></tr> <tr><td>carries</td><td></td></tr> <tr><td>spies</td><td></td></tr> <tr><td>supplies</td><td></td></tr> <tr><td>lorries</td><td></td></tr> </tbody> </table>				Spellings		flies	were	tries	where	replies	friend	cries	come	copies		babies		carries		spies		supplies		lorries	
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		<p>Take Your Pick</p> <p>Children have been given a take your pick grid and this is available of seesaw. Please complete an activity each fortnight from the Take Your Pick menu linked to our enquiry "Why do people come to the Lake District?"</p>																									
<p> Our Sticky Question for the week is:</p> <p>If we moved the school building to the other side of town, but left everything and everyone here, where would the school be?</p>																											

Appendix 2



Take Your Pick Home Learning:

Year 5/6 Autumn Term

Where is the best place for a UK staycation?

Remember children should complete one task every two weeks, so three tasks by half term (17th October). Presentation is a high priority and pupils should choose whether to return a paper presentation or post the learning on Seesaw. They can be as creative as they choose with their responses but should invest about an hour for each task. Our last Collective Worship of each half term will reward the most creative submission for each class.

Research a popular UK holiday destination and write 5 questions relating to this.	Present a photograph from a holiday you, or someone you know, has taken. Annotate around it with activities or quotes from people who were there.	Research Thomas Cooke. Include at least three paragraphs of information and 2 illustrations. You could do this by hand or using a computer.	Plan a train journey to your favourite seaside destination. Can you compare it with another form of transport – eg which takes longer, is more convenient etc.?	Create a questionnaire to investigate what types of UK holidays your friends and family have taken. Present as a graph with a summary of the results.
Date:	Date:	Date:	Date:	Date:
Ask a family member about their favourite UK holiday. What did they enjoy most about it and why? What was the worst part of the holiday?	Make a bingo card/spy game of coastal features someone could use on a day trip.	Create a menu for a seaside cafe. Include a price list and any dietary considerations. What would your family order?	Can you think of a famous book with a staycation in it? Summarise the story in 50 words.	Investigate the Box Brownie – what was so special about them?
Date:	Date:	Date:	Date:	Date:
Create a set of key vocabulary words related to holiday destinations in the UK. Make a word search using the vocabulary.	Invent a gadget to prevent seagulls from stealing your chips.	In science, we are exploring forces – gravity, friction, air and water resistance. Using BBC bitesize as a starting point, create a factsheet to show the important facts of one force.	Make a model to show something you have learned about coasts – it could be out of anything you choose – eg soil, clay, junk or even cake!	Draw a portrait of Isaac Newton.
Date:	Date:	Date:	Date:	Date:
Take one picture linked to accommodation you might rent for a staycation eg tent, hotel, cottage etc. Write a poem to accompany it.	Make up a song or a jingle to advertise a seaside town.	Using one of the PE lessons from this term, design a poster to explain the rules of a game you played or skill you developed. Include sections for safety and equipment.	What is the closest coast to Kingsclere in the UK? Which coast is the furthest away without crossing any sea? How far away are they in time and distance? Explain how you know.	In science, we are exploring forces – gravity, friction, and air and water resistance. Can you plan an experiment for one of these forces, which you could safely conduct at home?
Date:	Date:	Date:	Date:	Date:

Parent/carer: Home learning is an important part of your child's academic learning. Please support your child with their homework by talking to them about what they have been learning and making sure they are managing their time well to complete the tasks effectively. If there are any problems please contact the teacher in good time so provision can be made to support your child.

Appendix 3 Sticky Questions examples:

Would you rather travel to every planet in the solar system or every country in the world?

Can you touch a rainbow?

How many bricks make a wall?

When does 'loud' start?

Would you rather run without feeling tired or go for a week without needing any sleep?