Home Learning Policy

Introduction:

At Whitchurch, our home learning is designed to foster pupils' excitement, passion and independence for learning, while providing meaningful opportunities for parents and carers to support their children at home.

Research shows that homework has the greatest impact for primary-aged pupils when it focuses on regular practice, repetition and rehearsal. This includes daily reading, learning spelling patterns and practising number bonds and times tables — essential foundations that help children access the wider curriculum with confidence.

This guidance outlines our approach to home learning. We greatly value the enthusiasm and support of our parents and carers and we are committed to working in partnership to ensure every child reaches their full potential.

Aims:

Through this policy, we aim to:

- Ensure home learning is consistent across the school and aligned with age-related expectations.
- Support pupils in practising and consolidating fundamental skills and knowledge.
- Help children take ownership of their learning beyond the classroom.
- Foster a love of learning by engaging children and their parents/carers in meaningful tasks.
- Enable parents/carers to support their child's learning at home and understand how it complements classroom teaching.

The role of parents and carers in supporting pupils:

Parents and carers play a vital role in supporting their child's learning at home. We ask that parents/carers:

- Provide a calm, quiet space where children can complete their home learning – either independently or, for younger children, with adult support.
- Show interest in and value their child's home learning, reinforcing its importance and how it supports their progress.
- Encourage and praise their child for completing home learning tasks.
- Communicate with the class teacher if their child is struggling to complete home learning tasks, so that additional support or guidance can be offered.
- Class teachers will work with the SENDCo to ensure that tasks are accessible for pupils with additional learning needs and will adapt activities accordingly. Where appropriate, alternatives will be provided to ensure all children are both supported and challenged.

Where concerns arise around incomplete home learning, teachers will first speak with the child and then follow up with parents/carers to understand the reasons. While teachers will provide support and encouragement, we ask that parents and carers help ensure home learning is completed regularly at home.

Core Weekly Home Learning:

At Whitchurch, we expect all pupils to engage in regular home learning routines that reinforce key skills and support curriculum coverage. These include:

Reading:
All pupils from EYFS to Year 6 are encouraged to read at home at least four to five times a week, for 10 to 20 minutes each time. This may be independent reading or reading with an adult, and should include discussions about the text and key vocabulary to support comprehension.
Pupils will take home two books each week:

- One levelled book matched to their reading ability for independent reading;
- One choice book that they can read or enjoy being read to at home;
- All pupils from Reception to Year 6 must bring their reading book and reading record/homework diary to school every day. Reading records should be signed weekly by an adult at home, with entries including the date, book title and pages read, so that teachers can monitor reading at home.

Bug Club is an online reading platform used to support children's reading at home. Pupils are expected to log in regularly to read books assigned to their account and complete the short comprehension questions. Teachers can monitor progress and engagement through the platform.

Pupils are also encouraged to take part in the Whitchurch Reading Challenge (commencing in Autumn 2, 2025). They can earn certificates by reading books from their year group's recommended reading list and completing an activity for each book.

Phonics and Spelling:

- EYFS and KS1 children will receive phonics activities linked to their classroom learning (online videos/phonics worksheets). These activities support early reading development and help prepare pupils for the Year 1 Phonics Screening Check. This is a statutory assessment administered in June to ensure children can decode age-appropriate words. You can find more information on the check on the DfE website: www.gov.uk/education/phonics
- Years 1-6 will be provided with weekly spellings or phonic patterns, alongside related words to practice. These tasks also promote handwriting and presentation skills.

Mathematics:
Pupils are expected to complete weekly Maths home learning. Please see below the different maths home learning options, depending on your child's year group:

Century: All children from **Year 2 to Year 6** are expected to use Century each week to support their Maths learning at home. Each week, pupils will be set home learning through the Century platform. This will often begin with a short diagnostic assessment, which allows Century to instantly tailor the tasks by assigning personalised questions (called nuggets) based on each child's strengths and areas for development.

Children should aim to log in regularly and complete their assigned 'nuggets' each week. Teachers will monitor usage and progress to ensure home learning aligns with classroom teaching and

supports each pupil's learning journey. All assignments are set by the Friday of each week and are expected to be completed by the following Wednesday. If pupils require assistance in accessing Century at home and/or require a device to do so then please speak to a member of staff.

Certificates are awarded weekly and shared in our celebration assemblies to reward pupils for completion, effort and/or making lots of progress in their learning.

Times Tables Rock Stars (TTRS): All children in **Years 3 to 6** are expected to regularly practise their times tables at home using Times Tables Rock Stars. This online platform helps pupils improve their speed and accuracy with multiplication and division facts through engaging, game-based practice. We recommend children play at least 4 times per week for short bursts of 5–10 minutes. Teachers track progress and celebrate achievements to help motivate and encourage regular use. Quick recall of times tables supports confidence and fluency in all areas of maths. TTRS practice will help to prepare children for the statutory test called the Multiplication Tables Check (MTC) for Year 4 pupils. This online assessment, administered during the summer term, aims to ensure that students can fluently recall their multiplication facts up to 12 x 12.

TTRS certificates are awarded weekly and shared in our celebration assemblies to reward pupils for completion, effort and/or making lots of progress in their learning.

Year 1: Children in Year 1 will be assigned weekly printed maths home learning, which will be stuck into their home learning books. These tasks will link directly to the maths learning taking place in class, helping to reinforce key concepts and build fluency. Children are encouraged to use resources to support their learning at home, for example number lines, cubes and mini-whiteboards and pens.

Children are encouraged to complete the tasks as independently as possible, using the strategies they have been taught in school. Parents and carers are encouraged to check their child's work and offer live feedback — whether that's through praise, prompting them to check an answer, or simply asking how they worked it out.

Teachers will check that home learning is being completed each week, but will not be formally marked. Instead, the focus is on building good learning habits and providing regular practice.

EYFS: In EYFS, maths home learning will be set via Tapestry, alongside the half-termly Home Learning Menu (see 'Curriculum Half-Termly Home Learning' section below and Appendix 1 for further details).

Curriculum half-termly Home Learning:

To encourage ownership, creativity and excitement across a range of subjects, all children from Reception to Year 6 will be set a range of home learning tasks at the beginning of each half term. These tasks will link to their current learning in English, Maths and the wider curriculum. The aim is to support class learning by building background knowledge and giving pupils the opportunity to practise new or developing skills in an engaging and purposeful way.

The tasks will vary in length and depth — some are more detailed, while others are shorter activities. Children are encouraged to complete at least **three tasks** over the course of the half term, but may complete more if they wish (see Appendix 1).

Completed tasks should be brought in by the stated deadline (usually the final week of the half term) and will be shared and celebrated within the year group. In the summer term, parents and carers will be invited to a **Home Learning Showcase** to celebrate children's home learning. Additional opportunities, such as class exhibitions or gallery-style displays, may also take place throughout the year to share and celebrate home learning with families.

Marking and Feedback:

The most effective learning takes place when feedback is given immediately. For this reason, we encourage parents and carers to review home learning with their child so that mistakes can be addressed straight away. Teachers will check that home learning is completed and will address any concerns directly with the child and parent/carer.

For the curriculum half-termly home learning tasks, children will have the opportunity to share their learning with peers and receive feedback from both teachers and classmates (see Appendix 2).

Home learning during the school holidays:

While home learning is not routinely set during school holidays, there may be occasions when tasks are provided to support specific learning needs or consolidate key skills. This will be based on the needs of the cohort and communicated clearly by your child's class teacher and/or Year Team Leader.

Monitoring and Review:

The implementation of this policy will be monitored by the Senior Leadership Team, with feedback gathered from staff, pupils and parents/carers as appropriate. The policy will be reviewed to ensure it continues to meet the needs of pupils and supports the school's wider curriculum aims.

Links with Other Policies:

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Behaviour and Relationships Policy

Appendices

Appendix 1 - Home Learning Template

This is an example of the home learning template used for Reception and Year 4. All year groups from Nursery to Year 6 will receive their half-termly home learning tasks in this format. The template will be shared with pupils and parents/carers at the start of each half term.

Reception Home Learning

Autumn 1

This half term, children are invited to take part in a range of home learning tasks linked to our classroom learning and the curriculum. Please complete at least three tasks, choosing from different areas of learning and development. For example, one from Communication and Language, one from Personal, Social and Emotional Development, and one from Physical Development. You are welcome to complete more if you wish. Home learning can be completed in any order over the half term. You can choose any format to present the learning, such as photos, drawings or videos. Please upload your child's learning on to Tapestry. All children will have the chance to share their home learning with the class.

Communication and Language	Personal, Social and Emotional Development	Physical Development
I Spy on the Way to School Play "I spy" using colours or initial sounds. For example, "I spy something that starts with 'b'" or "I spy something red." ☐	**My School Morning Routine** Talk about or draw what you do to get ready for school - like brushing your teeth, getting dressed, and packing your bag. You could draw each step or make a visual timetable. ☐	**Get Ready to Write!** Build the muscles needed for writing through fun outdoor play! Climb on a frame or climbing wall Hang or swing across monkey bars Go swinging - hold on and pump those legs! ☐
My Name Chat Talk about your child's name - how it was chosen, what it means, or if anyone else in the family has the same name or initial. ☐	**My Favourite Things** Choose and talk about your favourite toy, colour, food, or activity. You could draw it or upload a photo to share. ☐	**Fine Motor Fun!** Strengthen the small hand and finger muscles needed for writing, cutting, and drawing. Thread beads or pasta onto String and make a necklace. ☐
What Would You Do? Give simple social scenarios (e.g. "What would you do if someone felt sad?"). Let your child talk about how they would help or respond. ☐	**How I Feel at School** Draw a face to show how you feel at school - happy, excited, nervous, or something else. Talk about what makes you feel that way. ☐	**My Family Drawing** Ask your child to draw a picture of themselves using pencils, crayons, or chalk. Encourage them to include as much detail as they can - faces, clothes, and even pets! ☐
Feelings Faces Make or look at pictures of faces showing different emotions (happy, sad, angry, excited). Talk about times your child felt that way and why. ☐	**All About My Friend** Talk about a friend you have at school. What do you like doing together? You could draw a picture of you both playing or doing something fun, and say what makes them a good friend. ☐	**Let's Dance!** Pick a favourite song and have a dance at home! Use big movements like jumping, spinning, and stretching. You can make up your own moves or play freeze dance. ☐

Creative Curriculum Project - Make an **ALL ABOUT ME** poster!

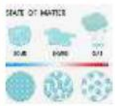
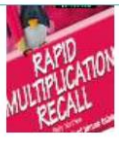
Useful websites / resources	Weekly commitments
• Watch Back to School tips from Topsy and Tim - CBeebies and then discuss together • White Rose - 1 minute maths APP - focus on subitising	• **Read a bedtime story** with your child at least **five times a week** • Take part in the **Whitchurch Reading Challenge**. Try to read all 30 books by the end of the school year! • **Practise your weekly phonics** in your home learning reading folder and videos on Tapestry • Complete **weekly online Maths learning** (posted on Tapestry)

Year 4 Home Learning Autumn 1

This half term, children are invited to complete a range of home learning tasks linked to the curriculum and the learning taking place in class. While you are welcome to complete as many tasks as you like, we ask that you complete at least three tasks across different subjects, for example, one English, one Maths, and one from another area of the curriculum.

Home learning is due in the week beginning [insert date**], when children will have the opportunity to share their work with peers and teachers across the year group and receive feedback.**

Tasks can be completed in home learning exercise books or in any format you prefer.

English		Maths		Other Curriculum Subjects	
	To read at least 3 different types of poems and complete a poetry review for your favourite one: Suggested poems: 1. Haiku 2. Rhyming poem 3. Shape poem		Can you draw a place value chart to 1000? Use a dice to roll five four-digit numbers. Place them in the place value chart.		Science: States of Matter Hunt- Can you look around your house and local area to find examples of solids, liquids and gases. Draw them and describe how you know they are either a solid, liquid or gas.
 	To write a poem from the list above about yourself or your favourite topic: e.g. a shape poem about football, animals or a rhyming poem about you.		Investigate what a Gattegno chart is. Demonstrate how it can be used?		A day in the Life: Then and Now. Research what a typical day was like for a **Tudor** or **Victorian** child. Then, write a short diary entry as if you were that child. Next to it, write a diary entry about your own day.
	To write a character description about your favourite book or movie character using: a) Expanded noun phrases b) Similes c) Alliteration		Can you create a board game for 2 or more players involving two dice and some counters? What are the rules? How are the points calculated?		Art: How many different ways can you hold a pencil to make a mark and patterns?
	Create a poster to explain the rules for starting a new paragraph when you write. Can you give an example?		Recite three of your times tables rapidly (within 6 seconds).		Gymnastics- Movement skills: Can you practice using your body to make different shapes?

Appendix 2 - Feedback Sheet

This feedback sheet will be used during the half-termly home learning showcase for peers and adults to leave positive, constructive comments about the home learning tasks on display. These feedback sheets will then be added to pupils' home learning exercise books as evidence of their completed tasks and the feedback they received.

Home Learning Feedback Sheet

Please provide feedback on your home learning experience this half term.

Name	Year Group	Class	Term
What did you enjoy or find interesting about the home learning this half term?			
Peer 1 Feedback		Adult Feedback	
Peer 2 Feedback			
Peer 3 Feedback			