

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness (John 10:10)

Home Learning (Homework) Policy

The *Home Learning (Homework) Policy* was reviewed in Summer term 2025. This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	26/03/26
REVIEW DATE:	June 2028
REVIEW CYCLE:	Three Years
PLACED ON WEBSITE:	01.04.26
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TO BE READ IN CONJUNCTION WITH:	<i>Aims of the School</i> <i>Assessment for Learning Policy</i> <i>Behaviour for Life and Learning Policy</i> <i>Curriculum Handbook</i> <i>Feedback & Marking Policy</i> <i>Pupil Premium Strategy</i>

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Home Learning (Homework) Policy

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Purpose

The purpose of this policy is to fulfil the aims of the school, through a consistent approach to homework. At Stratford-sub-Castle *homework* is referred to as *home learning*.

Statement of Aims

It is our aim that through *home learning* our pupils will:

- experience the joy of learning
- consolidate and reinforce knowledge and understanding, particularly in English and mathematics
- become independent learners, motivated and responsible for their own learning
- extend their school experiences and develop their own interests (for example through additional reading and termly topic)
- develop the confidence, persistence and self-discipline required for individual study
- experience an effective partnership between school and parents
- be prepared for the future.

Statement of Principles

We believe:

- regular reading with parents to be vital at all ages, it is at the core of our home learning policy
- the acquisition of key number facts and spellings develops pupil's confidence and provides a platform for other learning
- the purpose and focus of home learning changes as pupils get older
- home learning should be accessible to all pupils
- tasks set should not be so burdensome as to de-motivate pupils, or impinge on after school activities such as, Brownies or swimming.
- home learning to be crucial in the development of key skills and attitudes

Implementation

It is the class teachers' responsibility to ensure that both the parents and the pupils understand the content and expectations of home learning for each particular year group. The Headteacher informs parents of the routines, in writing, at the beginning of each academic year.

Expectations

Reception: read phonic book every day, learn reading Harder to Read and Spell Words (ELS) and facts from Maths fact sheet.

Year 1: read phonic book every day, learn spelling of Harder to Read and Spell words (ELS) and learn facts from Maths fact sheet.

Year 2: read phonic book every day, learn spellings from their spelling sheet and facts from Maths facts sheet.

Year 3: Read, learn weekly spellings from their given spelling list and facts from Maths facts sheet. Complete termly topic.

Year 4: Read, learn weekly spellings from their given spelling list and facts from Maths facts sheet. Complete termly topic.

Year 5: Read, learn weekly spellings from their given spelling list and facts from Maths facts sheet. Complete termly topic.

Year 6: Read, learn weekly spellings from their given spelling list and facts from Maths facts sheet. Year 6 will also receive weekly home learning which include SAT's learn papers/activities rotation of comprehension, grammar, punctuation & spelling or maths.

Reading at home in reception and Key Stage 1 (Butterfly and Owl Classes)

Although your child will be taught to read at school, you can have a huge impact on their reading journey by helping them to practice at home.

There are two types of reading book that your child may bring home:

A phonics book – This will be at the correct phonic stage for your child. They should be able to read this fluently and independently. This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

A reading for pleasure book – Your child will not be able to read this on their own. This book is for you both to read and enjoy together. The Stratford we have a fantastic selection of books that represent the very best of children's literature. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Reading at Home – KS2 (Robin, Woodpecker and Fox Classes)

It is vital that children continue to read and be read to at home throughout KS2. Sharing books, both fiction and non-fiction helps develop vocabulary, helps to broaden their knowledge of the world and the people in it as well as fostering a love of books and reading. Often children in key stage 2 like to read to themselves and this is good for them. You can still help. Talk to them about the books they've read after they have finished it, what was their favourite bit and why? Would they recommend it to others? Was there any new vocabulary they read? Do they want to read more by that author? Of course, there are lots of other ways to read. Children may read a newspaper or magazine/comic, a recipe book or even the football scores on the TV! Reading and talking to our children about books and reading is vital if we want our children to read for pleasure.

Spelling

Pupils are provided with a weekly set of spellings. This is in their Spelling Book. Once a week the pupils are assessed on these spellings.

What does learning your spellings mean? We do not expect pupils to just go through the motions of learning their spellings, but to actually take responsibility for their learning and to extend their spelling skills by making an effort to learn new words. Pupils will be provided with ideas of how to learn spellings.

Maths fact sheets

Pupils in Reception – year 5 are provided with half-termly maths facts sheets with an overview of the facts the pupils are to learn at home. Ideas, games and online activities are provided to help learn these facts.

Pupils have a Maths fact sheet that is pitched in line with year group expectations and contain the key facts pupils need to know. They are designed to support parents to reinforce this learning outside school. Pupils need to be very secure in their knowledge and ability to recall (quickly) in order to 'achieve' each objective.

NumBots and/or Times Tables Rock Stars Online Activities

Pupils have a log-in code to access their account on NumBots or Times table Rock Stars. This is viewed as an **enrichment** activity to support the learning of maths facts and times tables.

Termly Topic

Every term a 'Termly Topic' is set. This is compulsory for Y3, Y4 and Y5 and optional for all other year groups. Pupils in the younger year groups will need to ask their teacher for a book to complete the work 'Termly Topic' in as they will not automatically be given one.

The termly topic is set the first week of each term and handed in the penultimate Friday. Pupils, in Year 3, 4 and 5, who do not hand-in their termly topics may spend the following week's playtimes and lunchtimes completing their termly topic until it is finished.

Examples of good 'Termly Topics' are displayed (assemblies/walking galleris/displays) in order to inspire and motivate pupils.

Year 6

Once a week, home-learning is set for year 6 by their class teacher. This activity is an opportunity for the pupils to develop their comprehension, GPS (grammar, punctuation & spelling) skills and mathematics skills ready for the Key Stage Two SATs. This is marked with pupils in order to provide quality verbal feedback.

Class teachers ensure that:

- a child's Reading Record is monitored regularly (once a week) and a record kept to monitor each child's pattern
- spellings are given out on the same day each week (each group or whole class)
- spellings are checked before pupils take them home (provided with a printed list)
- weekly monitoring of spelling practice
- home learning is marked in accordance with the *Feedback & Marking Policy*
- records for Y6 are kept to monitor each child's pattern of completing and handing-in home learning

Pupils are encouraged to:

- take responsibility for taking their home learning home, completing it and handing it in
- read at home and keep a log of their reading (degree of parental input will vary according to age/confidence of child)
- learn spellings in a way that suits their learning style
- complete their termly topic in the appropriate book
- ask for help if they need it
- take advantage of the table and resources available at playtime in the hall

Parents are asked to support their pupils by:

- making it clear to their child/pupils that they value home learning
- encouraging and praising pupils when they have completed a task
- providing a reasonably peaceful, suitable place in which their child can concentrate on their work
- reading with/to their child, making a note in the Reading Record
- practising multiplication and other maths facts with them regularly during the week
- practising spellings regularly during the week

Adapting to Individual Needs

Pupils are supported to set appropriate targets for their learning (to choose the correct 'bitesize chunk' so learning is manageable and challenging).

Recognitions

Positively recognising those who regularly complete their home learning and hand it in is preferred to negative sanctions. We aim to motivate pupils to enjoy their home learning and to acquire good working habits.

The non-receipt of a recognition is, we believe, a sanction in itself. However, pupils who persistently fail to complete reading, spelling or maths facts home learning will have their parents notified, in writing, of this fact by the

Headteacher. The aim of this is to promote communication between school and home and to put in place extra measures to support and motivate the child.

Time Guidelines (how much time to spend on home-learning)

It is recognised that every child and family has differing needs and pressures. Time guidelines are seen as being flexible and should be adapted to the interests and needs of individual children.

Recommended time guidelines for daily home activities are:

	Reading	Spelling	Maths Facts	Termly Topic
Reception	10 minutes (5 x a week)	n/a	5 minutes (5 x a week)	n/a
Year 1	10 minutes (5 x a week)	5 minutes (5 x a week)	5 minutes (5 x a week)	n/a
Years 2	10 minutes (5 x a week)	5 minutes (5 x a week)	5 minutes (5 x a week)	n/a
Year 3	15-20 minutes (5 x a week)	10 (5 x a week)	10 (5 x a week)	2 – 3 hours spread over a term
Year 4	15-20 minutes (5 x a week)	10 (5 x a week)	10 (5 x a week)	2 – 3 hours spread over a term
Year 5	15-20 minutes (5 x a week)	10 (5 x a week)	10 (5 x a week)	2 – 3 hours spread over a term
Year 6	15-30 minutes (5 x a week)	10 (5 x a week)	10 (5 x a week)	Weekly homework 30 mins – 1 hour

For example, if a Year 6 pupil wishes to read for an hour in one stretch, this should be encouraged.

Monitoring the Policy

The Headteacher will monitor home learning through teachers' planning and the sampling of pupils' work.

Pupils are asked to express their feelings about the effectiveness of home learning via questionnaires and discussions with their class school councillors. Parents are asked to express their feelings about the effectiveness of home learning at the termly parents' evenings, questionnaires and by discussions with the Parent Governors.

The Headteacher has overall responsibility for the implementation, management and monitoring of homework. The day-to-day implementation of this policy is a shared responsibility.