

HOME LEARNING POLICY

Park Spring Primary School



Approved by:	Teaching and Learning Pupil Support
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Last reviewed on:	March 2026
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Next review due by:	March 2028
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1. Introduction

This policy has been written following consultation between teachers, parents and pupils. It has been revised with a view to supporting the aims of National Curriculum 2014, the end of Key Stage testing arrangements 2016 and our recognition that **READING IS A CORNERSTONE** of pupil development and our on-going efforts to ensure pupil **MASTERY** of **FOUNDATIONAL (basic)** skills,

‘The National Curriculum should focus on fewer things in greater depth, in secure learning which persists, rather than relentless, over-rapid progression...’

Our Policy is Research and Evidence based.

Our home learning policy was written by staff after engaging with the work of researcher John Hattie in his book *‘Visible learning – A synthesis of meta-analyses relating to achievement.’*

In summary he suggests the effects of homework (learning) are greatest;

- When task oriented: rehearsal of basic skills, developing surface knowledge and internalising the correct routine (as opposed to deep learning and problem-solving home learning)
- When there is active involvement from the teacher. This must include clear modelling and instruction
- When valued (as perceived by the pupil) through clear feedback and marking
- When the teacher provides support for effective study habits
- When not ‘over complex’
- When ‘novel’
- e-learning can be used but again this requires high teacher involvement and focussed activity setting

The **EEF Teaching and Learning Toolkit (Homework)** suggests that we can improve pupil progress by an average +5 months if we ensure:

- The **QUALITY** of the home learning is HIGH
- Home learning is **LINKED** to classroom work
- The **PURPOSE** of the homework is clear to pupils

2. Aims of the Policy

- To develop and maintain an effective partnership between the school and families
- Ensure consistency in the approach to home learning.
- Provide clear expectations for staff, pupils, and parents.
- To consolidate understanding, practise and extend **FOUNDATIONAL / BASIC** skills, specifically in Literacy and Numeracy
- To increase the awareness among families of learning taking place in school
- Promote pupils’ independent learning skills.

3. Roles and Responsibilities

Teachers - Class teachers will ensure that:

- The **QUALITY** of the home-learning is HIGH
- Home-learning is **LINKED** to classroom work specifically on the rehearsal and fluency of **FOUNDATIONAL / BASIC SKILLS**
- The **PURPOSE** of the home-learning is clear to pupils

Class teachers should ensure that there is a **timetable** for home learning and that children and parents are aware of it. They should **deliver** home learning and ensure children **and families know how and when to access it. Teachers will also provide ALL PUPILS with a reading book to take home and change on a weekly basis.**

Class teachers are responsible for **monitoring** the ‘successful completion of home learning activities’, evaluating this information and subsequently acting upon it.

Clear records will be kept of this over time. Need is identified and support provided to those children that face significant barriers to successful completion of home-learning tasks.

Class teachers should ensure that **feedback** on home learning is given to children as soon as possible. This may be provided in a variety of ways:

- Class discussion of learning completed, where appropriate
- Tests with marks (spelling, multiplication tables)
- Marked online ‘assignments’ where set
- Children review their own work in small groups
- Rewards for completion

Key Stage Leaders

The KS leaders will maintain an overview of all classes and year groups in their remits and will support class teachers to improve learning, improve learning engagement and **remove learning barriers as necessary**. This will be completed twice per half term as a minimum.

Parents / families

Families will support the teaching staff by **expecting** that home learning will be given regularly **and must be completed**:

- Pupils must complete their set learning expectations (see below for year group detail)
- Assignments set uploaded and / or returned
- Home reading to be recorded in reading diaries

Children

Children must expect that they will be given home learning and they must do it to the best of their ability ‘i.e. completing their set learning expectations’. It is expected that this learning will be

completed at home. Where this is not the case provision will be made for pupils to complete independent study within the school day – support will be provided on a need's basis.

4. Children with Special Educational Needs (SEN)

As an inclusive school we believe that our SEN children will benefit from home learning activities. Teachers will ensure that these activities: -

- Be accessible and appropriate to the child's specific current learning
- Have a clear focus
- Provide opportunities for them to succeed
- Help develop social as well as other skills where appropriate

SEND pupils will be expected to complete similar quantities of home-learning as for their peer group, this will be differentiated according to the individual pupils and their needs.

This policy will be reviewed **ANNUALLY**. Families and pupils will be asked to contribute to the review. The key criterion to be used to assess the effectiveness of the policy will be the extent to which it is contributing to the progress children make at Park Spring and their attitude to learning.

Year group specific detail: 2025 to 2026 home-learning update

YR	Requirement for each pupil
Reading	
E-reading (if provided) Reading Eggs	2 x 10 minutes per week
Reading Eggs (if not using Lexia)	2 x 10 minutes per week
School 'scheme' book	3 reads 'out loud to an adult' per week
Maths	
Numbots	2 x 10 minutes per week
Phonics / Spelling	
Weekly phonics activity and spelling lists (to practise orally). Provided via a home-learning sheet	To have practised with adult (we suggest 2 x 10 minutes per week)
Children are given a phonics book to read and a library book to share with their parents. At the start of the year, we give letter formation to practise. As the children develop their phonics knowledge they are given 6 spellings and practical maths challenges to complete and upload via tapestry.	

Y1	Requirement for each pupil
Reading	
E-reading (if provided) Reading Eggs	2 x10 minutes per week
School 'scheme' book	3 reads 'out loud to an adult' per week
Maths	
Numbots	2 x 15 minutes per week

Phonics / Spelling	
Weekly phonics and spelling lists to practise and learn	Rehearse and practise in preparation for the weekly Phonics Learning
Home Learning sheet to complete	
Will be set each Monday – Will include Maths & Writing with Handwriting & Phonics	

Y2	Requirement for each pupil
Reading	
E-reading (if provided)	3 x 15 minutes per week
School 'scheme' book	3 reads 'out loud to an adult' per week
Maths	
Numbots	2 x 15 minutes per week
TTRS (Times Tables Rock Stars) (From Spring term 2 on)	2 x 15 minutes per week
Phonics / Spelling	
Weekly phonics and spelling lists to practise and learn	Rehearse and practise in preparation for the weekly test on a Monday
Home Learning sheet to complete	
Will be set each Monday – Will include Spelling with Handwriting & Maths & Writing or Reading comprehension	

Y3	Requirement for each pupil
Reading	
E-reading (if provided) Reading Eggs or Lexia	2 x 20 minutes per week
School 'scheme' book	4 reads 'out loud to an adult' per week
Maths	
TTRS (Time tables Rock Stars)	30 minutes total per week
Home Learning sheet to complete	
Will be set each Monday – Will include Grammar and Punctuation & Spelling with Handwriting & Maths & Reading comprehension. Spelling test on a FRIDAY. Return Home Learning Sheet on a MONDAY	

Y4	Requirement for each pupil
Reading	
E-reading (if provided)	2 x 20 minutes per week
School 'scheme' book	4 reads 'out loud to an adult' per week
Maths	
TTRS (Time tables Rock Stars)	30 minutes total per week
Home Learning sheet to complete	

Will be set each Monday – Will include Grammar and Punctuation & Spelling with Handwriting & Maths & Reading comprehension. Spelling test on a **FRIDAY. Return Home Learning Sheet on a MONDAY**

Y5	Requirement for each pupil
Reading	
E-reading (if provided)	2 x 20 minutes per week
School 'scheme' book	4 reads 'out loud to an adult' per week
Maths	
TTRS (Time tables Rock Stars)	30 minutes total per week
Home Learning sheet to complete	
Will be set each Monday – Will include Grammar and Punctuation & Spelling with Handwriting & Maths & Reading comprehension. Spelling test on a FRIDAY. Return Home Learning Sheet on a MONDAY	

Y6	Requirement for each pupil
Reading	
E-reading (if provided)	2 x 20 minutes per week
School 'scheme' book	5 reads 'out loud to an adult' per week
Reading book ('school scheme' or 'free reader')	To read and have recorded 5 x per week – signed by an adult each week
Maths	
TTRS (Time tables Rock Stars)	30 minutes total per week Target group complete 1 x 'GIG'
Home Learning sheets to complete	
Will be set TWICE per week, Monday and Thursday – Will include Grammar and Punctuation & Spelling with Handwriting & Maths & Reading comprehension. Spelling test on a FRIDAY. Return Home Learning Sheet on a THURSDAY and MONDAY	

Learning Zone	Requirement for each pupil
Reading	
School 'scheme' book	4 reads 'out loud to an adult' per week
Maths	
TTRS (Time tables Rock Stars)	30 minutes total per week

Access:

All pupils will have home and e-learning set at a level that is appropriate for them. It will be challenging but should be of a standard that largely allows independent pupil study

This policy should be seen in conjunction with our policy for '**Remote Learning**'.