



**Home Learning Policy**  
**December 2022**

**KILMORIE**  
**PRIMARY SCHOOL**

This policy was agreed by the Full Governing Body on:  
(and supersedes all previous policies relating to this area)

Implemented

December 2022

Review Date

December 2024

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## Home Learning

**Home learning is an activity that a child is asked to complete outside of the school day, either on their own or with an adult. Home learning can range from reading a book aloud to completing a research project about a specific subject.**

### Background to Home Learning

Since 2012, there have been no guidelines on how much homework primary school children in England should be set. In 2018, the then education secretary Damien Hinds stated, “We trust individual school headteachers to decide what their policy on homework will be, and what happens if pupils don’t do what’s set.”<sup>1</sup> It has been found that home learning has a positive impact where it allows children to practise and consolidate skills or to undertake independent inquiry.<sup>2</sup> This policy has been informed by this research.

### Kilmorie Curriculum Intent:

The intention of our curriculum is to enable our pupils to be successful citizens of the future with a great love for learning that will stay with them for their adult life. As well as academic achievement we strive to develop the children’s emotional intelligence and their ability to communicate effectively. We believe passionately that children should develop an understanding of the process of learning, be reflective and have the confidence to experiment, investigate and explore.

At Kilmorie, our approach to home learning links closely to our Curriculum Intent.

### Home learning objectives

The objectives of home learning are:

- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- to help pupils develop the skills of an independent learner
- to promote a partnership between home and school in supporting each child’s learning and helping them to developing a love of learning
- to help children develop good work habits for the future, building an understanding of the process of learning

### Quantity and frequency of home learning

#### Early Phase (Reception and Year 1) and Year 2

Research shows that for the youngest learners, developmental play is the most important activity. There is, however, evidence that children benefit from reading with an adult at home as an opportunity to develop their skills and share the pleasure of learning to read.

In Early Phase, children are given a weekly reading book to practise their skills at home. They are also encouraged to take books from the class library as often as they wish. Younger children learn to read by:

- looking at the pictures in a book
- being read to with prosody (expression)
- sharing books
- rehearsing skills through repeated practice
- talking about stories

Creating stories together verbally is as important as sitting down and decoding (using their knowledge of letter sounds).

All children are given ideas linked to their phonic learning, and children in Reception and Year 1 take home the letters/graphemes and sounds/phonemes that they have learned during the week.

Weekly newsletters inform parents of ideas to support their children at home related to the learning that is happening in class.

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<sup>1</sup> <https://educationhub.blog.gov.uk/2018/10/28/education-secretary-i-trust-head-teachers-to-decide-their-homework-policies/>

<sup>2</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

## Years 3 to 5

### Reading

Children are expected to read or spend time discussing their reading at home for at least 20 minutes, 5 times a week. As they become more fluent readers, they do not always need to read out loud, but they should discuss their reading with an adult and check unfamiliar words. Up to and including Year 4, children will continue to have a reading record book which is used as a log of their reading and can be used for parents and teachers to communicate about the child's reading.

Questions to support with reading discussions:

- What do you think might happen in this story by looking at the front cover?
- What do you think might happen next?
- Which word or sentence do you think should come next?
- Which words do you think best describe this character?
- Do you like the characters? Why? Why not?
- Does anything in this book seem familiar to you?
- How might this story be different if it was told from another character's point of view?
- Can you make up a different ending to this story?
- If you wrote a story like this one, how would you change it? Why?

### Spelling

Spelling home learning is intended to consolidate work done in class on spelling patterns and common exception words. Children will be expected to learn 5 words linked to their current spelling focus, which will then be used in a dictation in class on Fridays. In addition, two words will be set as 'focus' words from the statutory spellings word list for the relevant year group. These will also be focus words in class for the week; they will not be tested. The children in each year group who have been given their own set of high frequency words to work on at home will not need to learn the weekly spellings in addition to these.

### Maths

At the start of every half term, the key maths concepts for the half term will be outlined, along with several activities to support children with practising these at home including websites to use and games to play. There is no weekly maths 'homework' in these year groups, but the expectation is that children will continue to practise the skills at home as and when this works for their family. One of the most important skills children need to practise at home is fluency with their times tables and all children have a TTRockstars<sup>3</sup> account from Year 3 onwards to facilitate this. Until these multiplication and related division facts are really secure, this is an ongoing focus of maths home learning.

### Topic-based project

We encourage all of our children to be curious and self-motivated in pursuit of their own learning. Projects or activities linked to the current topic in class are suggested on the website at the beginning of each half term. These optional home learning activities are designed to stimulate a creative or research-based approach to the topic, and will enrich a child's understanding. Examples of home learning are shared in class, in our Celebration Assemblies, displayed around our school and on our social media platforms.

## Year 6

In Year 6, home learning is given a higher profile both to help children consolidate their learning as they come to the end of their time at primary school and in preparation for the end of KS2 SATs tests. It is also to prepare them for the increased amounts of homework and increased accountability for this that they will have once they start secondary school. It is expected that Year 6 children complete their English and Maths home learning independently as much as they can.

### Reading

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<sup>3</sup> <https://trockstars.com/>

Times Table Rockstars is an award winning Maths programme with a rockstar theme, designed by Maths teachers to help children learn their times tables.

As in the other year groups, it is an expectation that all children read at home at least 5 times a week. If they are fluent readers, they are unlikely to read out loud, however, it is still encouraged to discuss what they are reading and their opinions about what they have read. Parents and carers could read the same book or news articles, for example, that their child is reading and discuss key aspects or themes throughout.

### **Grammar, Punctuation and Spelling**

Children each have their own copy of a Grammar, Punctuation and Spelling CGP study book. Teachers will let children know on Thursday which page(s) they need to complete for the following Tuesday. Children should look over their home learning on Thursday, so their teacher can answer any questions they might have on Friday.

### **Maths**

Children each have their own copy of a Maths CGP study book. Teachers will let children know on Thursday which page(s) they need to complete for the following Tuesday. Children should look over their home learning on Thursday, so their teacher can answer any questions on Friday. If necessary, children should also be continuing to practise times tables at home.

### **Homework club**

On Monday there is an optional homework club from 12.30-1pm, for any children from Year 6 who would prefer to complete their work in school or who would like some support. On Tuesday there is a homework club from 12.30-1pm for those children who have not completed their homework to have time to do it. This is to ensure all children have completed the homework for when it is marked and discussed in class on Wednesday morning.

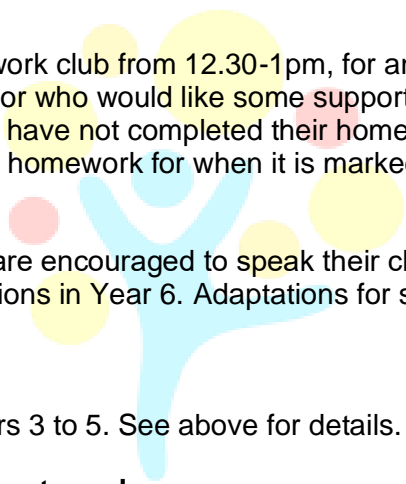
Parents and carers of Year 6 children are encouraged to speak their child's class teacher about any issues that arise from home learning expectations in Year 6. Adaptations for specific children will be discussed on an individual basis.

### **Topic-based project**

These are set in the same way as Years 3 to 5. See above for details.

### **Additional support at home from parents and carers**

Some children may be identified as benefitting from additional support with key skills. If this is the case, teachers will contact parents or carers to outline the learning being sent home.



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