

Slindon Church of England Primary School



Home learning policy

Approved by:	Headteacher (Laura Webb) and Governing Body
Date:	20 th October 2022
Last reviewed on:	September 2025
Next review due by:	October 2026



Slindon Church of England Home Learning Policy

Our vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is Unique and want to ensure they are able to Learn and Develop in a high quality learning environment. We enrich the spirit in an Enabling Environment, in which Positive relationships foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

Let Your Light Shine ~ Matthew 5:16

Intent

At Slindon Church of England Primary School we believe that we foster a love of learning in all of our children. We do this by making learning meaningful and fun. We focus on giving children the highest quality teaching and learning experiences throughout the school, and ensure that our practice and provision is based on the latest educational research.

To achieve this we have reviewed the way in which the traditional homework model can be improved so that parents, pupils and staff can work effectively making best use of time to raise attainment.

We expect all children to work hard throughout the school day and therefore their time outside school should principally be for extra-curricular activities, rest and relaxation. Participating in activities such as Brownies, Beavers, swimming, dance and football clubs, for example, can be very beneficial. Equally valuable is family time spent at home, playing, talking, and seeing friends.

We also believe that a carefully balanced home learning programme is beneficial for children for the following reasons:

- ◆ To give parents opportunities to be directly involved in their child's learning.
- ◆ To reinforce the partnership between home and school.
- ◆ To consolidate skills learnt in school and give opportunities to extend learning.

This policy outlines our commitment to home learning.

Homework vs Home Learning

Should teachers give homework to pupils? If so, how much and what type of homework should be assigned? How much time should pupils spend on homework? What roles should parents play in their child's homework?

Quite a bit of research has been done over the decades on homework and the evidence is fairly clear in terms of the type of home learning that has a positive impact on pupil learning and the type of work set that does not. We are well aware of the important role parents play in supporting their child's learning. One of the key indicators of a pupil's success at primary school is the level to which parents and carers engage in what their child is learning.

Traditional models of homework, when a child is set a series of questions to work through, have little to no impact upon learning and in some cases have a negative impact. Children may view the exercises as pointless and lose enthusiasm for learning which can be incredibly damaging.

What works?

When homework works best, pupils are allowed opportunities to 'prepare' for a topic or area of learning, complete a project and/or read around it, following their own lines of enquiry or interests. This type of Home Learning encourages pupils to develop independence and a love of knowledge. They find things out for themselves and therefore have a far greater ownership over what they have learnt.

Some aspects of learning simply need practice, such as reading and recalling facts. These are incorporated into our approach ensuring that our pupils develop an independent approach to learning, whilst also consolidating key facts, and practising skills.

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How can parents support Home Learning?

Parents have an important role to play in supporting this approach to Home Learning. Simply sending your child to their room with a pencil and their homework book does not work. For our pupils to achieve success we need parents to take an active interest in what their children are learning.

Here are some tips from the Department for Education as to how parents can best support their children:

1: Make Time: your child will benefit from you taking an interest in what they are doing.

2: Experiences: Try and link life and leisure experience to your child's school work e.g. visits to the park, museum or days out.

3: Talk: Make time to ask your child about what they are studying and what they have learned. Another great way to show you are interested is to attend school activities such as parents' evenings and sport events.

Implementation

Year Group	Phonics and Reading	Maths	Spelling
Reception (EYFS)	Reading for pleasure-bedtime stories A phonics linked school reading book (come home from the spring term).	Counting in practical contexts	
1	Home reading up to 10 minutes per evening. A phonics linked school reading book	Counting in practical contexts and begin to count 'in jumps'. Numbots (children given individual username and passwords)	Spelling shed (children given individual username and passwords)
2	Home reading 10-20 minutes per evening. A phonics linked school reading book	2, 3, 5 and 10x tables Numbots (children given individual username and passwords) Times Tables Rock Stars (TTRS) (children given individual username and passwords)	Spelling Shed (children given individual username and passwords)
3	Home reading 20-30 minutes per evening. Reading comprehension	4 & 8x tables Times Tables Rock Stars	Spelling Shed (children given individual username and passwords)
4	Home reading 20-30 minutes per evening. Reading comprehension	6, 7, 9, 11 & 12x tables Times Tables Rock Stars (10 minutes per day)	Spelling Shed (children given individual username and passwords)
5	Home reading 30 minutes per evening. Reading comprehension	Rapid recall of multiplication and division facts for all times tables.	Spelling Shed (children given individual username and passwords)
6	Home reading 30+ minutes per evening. Reading comprehension	Times tables Rock Stars (10 minutes per day)	Spelling Shed (children given individual username and passwords)

Reading: It is important that children read every day at a level with which they are confident and comfortable. Even once your child is a fluent reader it is still essential to read and discuss books with your child as well as to read to and with them. This enhances comprehension skills and understanding.

Times-tables: Children need to have quick mental recall of number facts; we expect pupils to know all of their tables up to 12×12 by the end of Year 4.

Consolidation: Periodically, teachers may set consolidation home learning in English or Maths. If a concept has been particularly tricky to master in class or further practice is required then it can be beneficial to spend some time at home rehearsing what has been covered in class.