

“What we nurture today, flourishes tomorrow.”

“I am the vine, and you are the branches. Those who remain in me, and I in them, will bear much fruit; for you can do nothing without me.” John 15

love | joy | peace | patience | kindness | goodness | faithfulness | gentleness | self-control

Home Learning Policy

Date: Autumn 2025

Review date: Autumn 2026

We believe that the combination of meaningful and manageable learning, and sensitive parental support can significantly enhance the progress of our children and this belief underlies our home learning policy.

We encourage parents to spend time with their children, supporting and encouraging them with their various home learning tasks.

We give the amount of home learning that we, the professionals involved, have agreed is appropriate for the different age groups.

Early Years Foundation Stage

Nursery

- Parents/Carers and children are encouraged to read for pleasure by using and sharing books at home.
- Usually, library books are brought home weekly following the children's library sessions.
- Occasionally the class teacher will make specific requests for things to be brought in that support learning in school.

Reception

- All children in Reception will bring home a reading book as soon as the teacher assesses that it is appropriate.
- Occasionally, the class teacher will make specific requests for things to be brought in that support learning in school.

Key Stage 1 – Years 1 & 2

Year 1

Reading

- Your child will bring home a reading record and school reading books from the phonics-aligned reading scheme every week.
- Your child's progress through the scheme will be constantly monitored by the class teacher.
- It is the class teacher's decision to move children on to the next level, when appropriate, based on their professional judgement of your child's progress in all aspects of reading.
- At home we encourage you to focus on reading for pleasure, understanding and comprehension, and the broadening of vocabulary, as well as decoding the text.

Spelling

- Year 1 begin by learning to apply their phonetic awareness to spell the first 100 high frequency words, which also includes 'tricky words'.
- Class teachers are looking for accurate spellings within the children's written work, rather than memorising these words for a test.
- We are also looking for children to write these words using the correct letter formations. Spellings are sent home weekly.
- Once the first 100 high frequency words have been mastered, the children will be given spellings for the days of the week, the months of the year, and numbers in words 0-20.
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Mastering Number

- Through Mastering Number, Year 1 children will be given number bonds of all combinations to 20 to learn throughout the year. Parents are asked to help with these.

Year 2

Reading/Spelling

- Your child will bring home a reading record and school reading books from the phonics-aligned reading scheme every week.
- Your child's progress through the scheme will be constantly monitored by the class teacher. It is the class teacher's decision to move children on to the next level, when appropriate, based on their professional judgement of your child's progress in all aspects of reading.
- At home we encourage you to focus on reading for pleasure, understanding and comprehension, and the broadening of vocabulary, as well as decoding the text.
- Children are given ten Y1 & Y2 Common Exception Word Spellings to learn each week.

Mastering Number and times tables

- Through Mastering Number Year 2 children will be given number bonds of all combinations to 20 initially, and then to 50 and 100 over the course of the academic year.
- The children will then use 'Times tables Rockstars' to learn and practice times tables in the spring and summer terms. Parents/Carers are asked to support with these.

Key Stage 2 – Years 3 to 6

All Years – Tasks & Activities

- Reading and talking about books should be done at home daily for at least 15 minutes.
- Children in Key Stage 2 will regularly be set times tables. We use an online web-based programme *Times Tables Rockstars* (TTRS) to support the learning of tables.
- *By the end of Year 4, most children should be secure in knowing all times table facts up to x12.*
- Children will also be set an appropriate maths task based on the mastery approach.
- In addition, children will be given weekly grammar or punctuation tasks based on their learning in class.
- On occasion and at the class teacher's discretion, 'topic' work may be sent home.
- *If your child consistently spends far too long on his/her home learning, please speak to the class teacher. Activities set for home learning should not last longer than 30 minutes (not including daily reading).*

Years 3, 4 & 5 Reading Records

- When your child brings home a reading book, s/he should also bring home an accompanying reading record.
- The reading record is a place for adults at home to record what has been read, discussed and to make comments, if it is appropriate.
- Please help us by initialing the book when you hear your child read.

Year 6 Reading Records

- When your child brings home a reading book, s/he should also bring home an accompanying reading record.
- The reading record is a place for your child to independently record what has been read, discussed and to make comments, on what they have read.

Year 6 Additional Home Learning

Chess Valley Primary Learning Trust

Registered address: The Common, Rickmansworth Road, Chorleywood, Herts, WD3 5SG

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- In Year 6, children are issued an academic year diary for recording home learning tasks, key dates and information.

Year 6 Additional Home Learning (cont'd)

- A SATs revision programme is added into the home learning schedule across the spring term, which could include work over the Easter break. A special set of books, for which a parent/carer contribution is required, are used to provide appropriate support for this.
- Year 6 children all participate in the Citizenship Challenge in the summer term. This is an award scheme that involves voluntary work, activities at home and in the local community to meet a set of objectives to achieve bronze, silver or gold standard.

General Procedures for All Children

Reading

- The most important thing you can do to support and encourage your child throughout their primary schooling is to READ to them, READ with them, and encourage them to READ for pleasure.
- Please remember that books for pleasure must include books which are at an easy-to-read level. If more than 1 word in every 10 cannot be read, then the book is too difficult.

Absence & School Closures

- Home Learning is not set during school closures (e.g. occasional days or Inset days) or the school holidays.
- If children are absent from school due to sickness or any unauthorised absence, we do not send work home.
- It may happen that a child is off school for a length of time, though well enough to do some work, e.g. a broken leg. In these circumstances, the school will provide work and it is up to the teacher what should be done, how it will be marked and what sort of help needs to be given. In such circumstances, the teacher will consult with the Head of School first and communicate with a parent/carer in the usual way.

Appendix 1: Procedures for Home Learning

Specific guidance will always be issued if there is disruption to day-to-day operation of the school for example disruption caused by snow.

This policy is reviewed annually by the Senior Leadership Team in the autumn term.