



Learning Together, Learning for Life

**Home Learning Policy**

**Approved by:** C&S **Date:** 11th March 2025

**Headteacher** [Vicky Wittich](#) **CoG:** [Charlotte Eeles](#)

**Next review due by:** March 2026

This policy sets out our expectations for home learning for the children at Reed First School. We recognise that the parent /carer is the first educator of the child. We also believe that this role does not cease once a child reaches school age. In fact, it is the quality of the partnership between home and school that fosters good levels of development, self-esteem and success in children. We therefore encourage parents/carers to continue supporting their child's learning through appropriate home learning provision.

**Aims:**

**At Reed First School we believe that home learning should:**

- Extend learning beyond school
- Consolidate and reinforce what has been taught in school
- Encourage children to develop the skills needed for independent learning
- Further involve parents and carers in their child's learning journey

**Home learning across the school:**

Children will be set these tasks to be carried out over a week at home. Tasks given should be spread out over the week and should not take any longer than the suggested times.

<b>Year Group</b>	<b>Example Tasks</b>	<b>Time</b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>● Share a book together five times a week</li> <li>● Learn the nursery rhyme of the week</li> <li>● Share a library book from school</li> <li>● Play a weekly school loaned game</li> </ul>	No more than 10 minutes a day, five days a week
<b>Reception</b>	<ul style="list-style-type: none"> <li>● Read a phonics scheme home reading book five times a week</li> <li>● Learn the nursery rhyme of the week</li> <li>● Share a chosen library book from school</li> <li>● Play a weekly school loaned game</li> <li>● Phonics activities</li> <li>● Practical skills based activities when set out in the home school communication book or on Google Classroom.</li> </ul>	No more than 15 minutes a day, five days a week
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Read a phonics scheme home reading book five times a week</li> <li>● Talk about the book and answer questions about what has been read and understood</li> <li>● Weekly Mathletics challenges</li> <li>● Weekly spellings to learn or investigate</li> <li>● Topic based activities when set out in the home school communication book or on Google Classroom</li> </ul>	No more than 20 minutes a day, five days a week

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>● Read aloud a scheme home reading book five times a week</li> <li>● Talk about the book and answer questions about what has been read and understood</li> <li>● Weekly Mathematics challenges</li> <li>● Weekly spellings to learn or investigate</li> <li>● Topic based activities when set out in the home school communication book or on Google Classroom</li> <li>● Times tables to learn in line with our maths policy</li> </ul>	<p>No more than 20 minutes a day, five days a week</p>
<p><b>Years 3 and 4</b></p>	<ul style="list-style-type: none"> <li>● Read aloud a scheme home reading book five times a week</li> <li>● Talk about the book and answer questions about what has been read and understood</li> <li>● Weekly Mathematics challenges</li> <li>● Weekly spellings to learn or investigate</li> <li>● Topic based activities when set out in the home school communication book or on Google Classroom</li> <li>● Times tables to learn in line with our maths policy</li> </ul>	<p>No more than 30 minutes a day, five days a week</p>

**Teachers will ensure that:**

- tasks set are clearly explained in the home school communication book or on Google Classroom
- tasks set are well thought out to support learning and are accessible and appropriate for all pupils in their class
- every child understands the purpose of the tasks set
- the home school communication book is signed by themselves daily and comments are added when appropriate
- they respond to comments and notes made by parents, carers or the child
- they recognise the efforts made by pupils at home
- they support children who have found tasks challenging or who have not completed set tasks in partnership with parents / carers
- tasks are set routinely to help organise the week and make expectations clear.

**Parents and Carers will ensure that:**

- they sign the home school communication book daily and add comments about how their child got on with their learning at home
- home learning takes place for their child five days a week including reading each time

- they support their child in tasks set when needed
- their child is given time and a quiet space to complete tasks set
- they respond to comments and notes made by teachers or their child
- they recognise the efforts made by their child at home
- they support their child when they have found tasks challenging or who have refused to complete tasks by communicating with the teacher as soon as possible.

**Pupils will ensure that:**

- they complete the home learning set
- they ask for help when it is needed
- they give every task their best effort
- they have their home school communication book in school every day
- they look after their home school communication book and school property taken home.

**Home learning will be monitored by:**

- pupil voice where children will be asked by teachers, the head teacher and governors about their home learning
- parent voice where parents and carers will be asked about home learning by teachers, the headteacher and governors
- daily signing of home school communication books by parents and teachers
- governor review of the effectiveness of home learning through discussions and joint monitoring with the headteacher.