



Learning Together, Learning for Life

Home Learning Policy

Approved by: FGB

Date: 16/3/26

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Next review due by: March 2027

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:

The table below outlines our expectations for learning at home. The 'must do' items are crucial in supporting your child to make good progress. The 'could do' items are optional but would be helpful to complete.

Year Group	Tasks
Nursery must do	<ul style="list-style-type: none"> ● Share a book together four times a week including loaned school library book and books from home for pleasure. ● Learn the nursery rhyme of the week (shared weekly on Google Classroom).
Nursery could do	<ul style="list-style-type: none"> ● Share something you've enjoyed out of school either in your Home School communication book or on the Google Classroom stream.
Reception must do	<ul style="list-style-type: none"> ● Read a phonics scheme home reading book four times a week. ● Talk about the book and answer questions about what has been read and understood. ● Share a chosen library book from school and read for pleasure. ● Weekly phonics activities. ● Weekly Tricky words to read and spell
Reception could do	<ul style="list-style-type: none"> ● Share something you've enjoyed out of school either in your Home School communication book or on the Google Classroom stream.
Year 1 must do	<ul style="list-style-type: none"> ● Read the phonics scheme home reading book five times a week. ● Talk about the book and answer questions about what has been read and understood. ● Share a chosen library book from school. ● Weekly maths activity. ● Weekly spellings for phonics and tricky words rehearsal. ● Termly Talk Time preparation (autumn and spring term).
Year 1 could do	<ul style="list-style-type: none"> ● Topic based activities when set out in the home school communication book or on Google Classroom.
Year 2 must do	<ul style="list-style-type: none"> ● Read aloud a scheme home reading book five times a week. ● Talk about the book and answer questions about what has been read and understood. ● Share a chosen library book from school.

	<ul style="list-style-type: none"> ● Termly Talk Time preparation (autumn and spring term). ● Weekly maths activity. ● Weekly spellings to learn or investigate. ● Weekly times tables to learn in line with our maths policy. 												
Year 2 could do	<ul style="list-style-type: none"> ● Topic based activities when set out in the home school communication book or on Google Classroom 												
Years 3 and 4 must do	<ul style="list-style-type: none"> ● Read aloud a scheme home reading book five times a week. ● Talk about the book and answer questions about what has been read and understood. ● Enjoy a chosen library book from school. ● Termly Talk Time preparation (autumn and spring term). ● Weekly maths activities. ● Weekly spellings to learn or investigate. ● Weekly times tables to learn in line with our maths policy. ● Topic based activities to choose from – three to be completed each term, one from each column. <p>Here is an example:</p> <table border="1"> <thead> <tr> <th>Make or create</th> <th>Write or present</th> <th>Find or discover</th> </tr> </thead> <tbody> <tr> <td>Create a model of a plant and label it's different parts. e.g. create a paper mache model of a sunflower.</td> <td>Write a diary entry from a plant's point of view. e.g. <i>Dear diary today I started to germinate.</i></td> <td>Conduct an investigation into which plants grow best in which types of soil. e.g. Which plants grow in muddy soil, sandy soil, hard soil or soft soil?</td> </tr> <tr> <td>Design your own plant. Why are its parts the size and shape they are? How will it survive? Think: Does your flower have very long roots or large colourful petals? Can it survive in a hot country?</td> <td>Create a non-chronological report about an uncommon plant.</td> <td>Choose a small area of your garden or a local park and identify as many different plants as you can. e.g. What is the plant? What does it look like? What conditions is it growing in?</td> </tr> <tr> <td>Draw a sketch of a garden or park with plants or create an observational drawing of one plant.</td> <td>Record a presentation talking about plants. e.g. a presentation on cacti. How David Attenborough can you be?</td> <td>Research a common flower or plant which grows in a country outside the UK. <i>You could label a map with the most common plant found there.</i></td> </tr> </tbody> </table>	Make or create	Write or present	Find or discover	Create a model of a plant and label it's different parts. e.g. create a paper mache model of a sunflower.	Write a diary entry from a plant's point of view. e.g. <i>Dear diary today I started to germinate.</i>	Conduct an investigation into which plants grow best in which types of soil. e.g. Which plants grow in muddy soil, sandy soil, hard soil or soft soil?	Design your own plant. Why are its parts the size and shape they are? How will it survive? Think: Does your flower have very long roots or large colourful petals? Can it survive in a hot country?	Create a non-chronological report about an uncommon plant.	Choose a small area of your garden or a local park and identify as many different plants as you can. e.g. What is the plant? What does it look like? What conditions is it growing in?	Draw a sketch of a garden or park with plants or create an observational drawing of one plant.	Record a presentation talking about plants. e.g. a presentation on cacti. How David Attenborough can you be?	Research a common flower or plant which grows in a country outside the UK. <i>You could label a map with the most common plant found there.</i>
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Years 3 and 4 could do	<ul style="list-style-type: none"> ● Additional topic-based activities from the suggested list. 												

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.
- They present their work to the same standard expected at school.
- To write with a sharp HB pencil.

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 and the headteacher.
- Daily use 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.