

# FARCET C. of E. PRIMARY SCHOOL



## HOME LEARNING POLICY

‘Let your light shine.’ Matthew 5:16

Date Agreed: September 2025

Date for Review: March 2027

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All staff
- School Governors
- Parents and Families of Farcet C. of E. Primary School

A copy of the policy will also be available in:

- The staffroom
- The school website

# Home Learning Policy

## INTRODUCTION:

Farcet C. of E. Primary School aims to have transparent, consistent expectations for home learning that align with the research into how pupils learn. It is essential that teachers and families are aware of the home learning expectations so that school and families can work together effectively for the wellbeing and academic success of all its pupils.

## RATIONALE:

We believe that learning at home is an integral part of pupils' success at school. Pupils will enjoy their learning more if they develop good numeracy and literacy fluency, which requires additional practice at home. Achieving fluency ensures that that pupils will learn more as their working memory can be fully focussed towards encoding knowledge (learning) and applying their knowledge more purposefully. Therefore, setting fluency-based tasks as homework for pupils to complete routinely and purposefully will promote good progress in literacy and numeracy recall; thus ensuring that pupils are not 'held-back' from their fullest potential during lessons at school.

## AIMS:

At Farcet C. of E. Primary School, we value the importance of relationships between home and school and aim for homework to be consistent and conducive to developing positive home learning habits. The Educational Endowment Fund (EEF, 2025) Homework Report research indicates that high quality tasks that link closely with the learning in the classroom or tasks that develop fluency will have the most impact on pupils' learning at primary level. Indeed, pupils who complete homework tasks are likely to make three months progress (EEF, 2025) and children completing homework

involving digital technologies are likely to make six months progress (EEF, 2025).

Homework will be carefully planned by class teacher to enhance and reinforce fluency knowledge, plus understanding, and allow pupils to practise what they know.

### **The purpose of home learning tasks:**

- To raise the standard of attainment for all pupils across the curriculum with a focus on numeracy and literacy.
- To leverage the greater fluency in literacy and numeracy in class by presenting pupils with greater challenges and opportunities to apply their fluency knowledge.
- Improve pupils' resilience and attitudes to independent tasks at home and develop a sound work ethic around home learning.
- To promote a love for reading in offering books to read at both an instructional level and for sharing, plus enjoying with parents at home.

### **TEACHER RESPONSIBILITIES:**

- Teachers will issue a reading record book to each child and both teachers, plus teaching assistants are responsible for checking it at least three times per week to give feedback, motivate, monitor and recommend additional books for pupils to read.
- Teachers will set an online maths task that will focus on developing fluency. For example, times tables practice, number bonds, arithmetic or a task designed to consolidate the current maths learning in class using our new online *Mathletics* learning platform.
- Teachers will set weekly spelling practise based upon the National Curriculum spelling lists for the appropriate Key Stage (Adapted for the needs of the pupil as and when applicable) and our SoundsWrite programme.

- Pupils will receive verbal feedback following the completion of homework, since this is the most effective way for teachers to feedback to pupils. Teachers will ensure that feedback given to pupils is done so with the purpose to move pupils' learning forward.
- Teachers must ensure that reasonable time is given to complete homework (No less than five days) and that the date for completion is clearly communicated with pupils
- Teachers may use the outcomes of homework tasks to support them to plan lessons that address misconceptions and/or gaps in pupils' learning
- If there are concerns around completion of homework, teachers will speak with parents to discuss their concerns.

## **PARENT AND CARER RESPONSIBILITIES:**

- Parents and carers are encouraged to work in partnership with school by promoting reading at home. Pupils are expected to read daily and this must be logged in the reading record (See Appendix 1 for guidelines as to how long your child should be reading for). Key Stage 2 pupils may log the reading themselves if they choose (See Appendix 2 for examples of Reading Record comments).
- To ensure that pupils are given time to complete homework and a space in which they complete their home learning. If families find this difficult, parents should speak with the class teacher so that homework can be completed at school
- Pupils should be able to complete most of the homework independently but younger pupils will usually require a parent to help them to stay focussed. Please speak with the class teacher if the homework is too difficult for them to access.
- We encourage parents to help pupils' access books either through public libraries or by encouraging them to change books regularly

in school. Teachers and Teaching Assistants will assist in this and recommend engaging texts for pupils to read.

- We ask that parents and carers support pupils in their responsibilities.

### **PUPILS' RESPONSIBILITIES:**

- Year 1 – Year 6 pupils are responsible for keeping their Reading Record safe and for bringing it into school daily to place on their desk for teachers to monitor
- Pupils must read every day (See Appendix 1 for guidelines as to how long children should be reading for) and ensure that it is recorded in their Reading Record log (Key Stage One pupils will require support with this).
- If there is a problem with the home learning, pupils should ask their class teacher about it prior to the deadline (wherever possible).
- To listen to the class teacher feedback and act on it where possible e.g. Change books, improve presentation, record in their reading record, practising times tables etc.

### **MONITORING:**

- The Headteacher will regularly review the Home Learning Policy on behalf of the Local Governing Board, alongside the whole staff team, and will monitor the quality of homework provision through planning and work scrutiny.

## **Appendix 1**

## Whole School Homework Schedule

English Home Learning	
Reception	<ul style="list-style-type: none"> <li>• Daily reading practise (Decodable book)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Daily reading practise (15mins)</li> <li>• Weekly spellings</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Daily reading practise (15mins)</li> <li>• Weekly spellings</li> <li>• Weekly Grammar &amp; punctuation task/reading comprehension task on alternate weeks.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Daily reading practise (20mins)</li> <li>• Weekly spellings (Sounds Write and National Curriculum Spellings)</li> <li>• Weekly Grammar &amp; Punctuation task/reading comprehension task on alternate weeks.</li> <li>• 1x per half term, reading journal article linked to author focus.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Daily reading practise (20mins)</li> <li>• Weekly spellings (Sounds Write/National Curriculum Spellings)</li> <li>• Weekly Grammar &amp; Punctuation task/reading comprehension task on alternate weeks.</li> </ul>

	<ul style="list-style-type: none"> <li>• 1x per half term, reading journal article linked to author focus.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Daily reading practise (30mins)</li> <li>• Weekly spellings (Sounds Write/National Curriculum Spellings)</li> <li>• Weekly Grammar &amp; Punctuation task/reading comprehension task on alternate weeks.</li> <li>• 1x per half term, reading journal article linked to author focus.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Daily reading practise (30mins)</li> <li>• Weekly spellings (Sounds Write Spellings)</li> <li>• Weekly Grammar and Punctuation task/reading comprehension task on alternate weeks.</li> <li>• 1x per half term, reading journal article linked to author focus.</li> </ul>

Reception	<ul style="list-style-type: none"> <li>Count confidently and develop a deep understanding of the numbers to 10.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Number bonds to 20</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Weekly 2x, 3x, 5x, 10x table practise.</li> <li>Online weekly arithmetic /reasoning questions. (Paper versions available for families that need it).</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Times Table practise.</li> <li>Online weekly arithmetic/ reasoning questions (Paper versions available for families that need it).</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Times Table practise.</li> <li>Online weekly arithmetic/ reasoning questions (Paper versions available for families that need it).</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Times Table practise.</li> <li>Online weekly arithmetic/ reasoning questions (Paper versions available for families that need it).</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Times Table practise.</li> <li>Online weekly arithmetic/ reasoning questions (Paper versions available for families that need it).</li> </ul>



## Age Appropriate Exemplar Reading Record Comments

RECEPTION	KEY STAGE ONE (YEARS 1-2)	KEYSTAGE TWO (YEARS 3-6)
Polly used her segmenting skills really well but is struggling to blend the sounds together.	Polly read really well - she is getting used to pausing at the full stops and commas.	Peter read for an hour tonight - he loved how the author used rhyme in the text.
Peter can read 'the' but gets muddled between 'b' and 'd' and 'g'	Peter recognised lots of common words and was able to read more fluently.	Polly read pages 34 - 56 in her head but asked me how to read the word 'extravagant'.
Polly loved this book and was able to make a really great prediction.	Polly recognised the exclamation mark and this really showed in her expression when reading!	Peter read on his way to school in the car. He is working on adding more expressions into his reading.
Peter read this well - we read it three times this week and it has really helped him recognise the 'oo' spelling.	Peter read the story to himself and then I asked him to re-tell the story. He missed some of the story so we read that part together again.	We read together for a few minutes and then discussed the vocabulary in the text - 'elaborate' and 'legacy'
Polly found this very tricky - could we speak to you about how to help her with this?	Polly loved this story but it seemed very hard for her. We will re-read again over the next couple of nights.	Peter found this book very easy - read all in one night. He retold me the main the events.
Peter has got much more fluent and so we read some of The Hungry Caterpillar together. He decoded 'apple' himself.	Peter doesn't always notice when he misses out words. Can you help with this?	Child Comments: I learned a new word in this chapter - 'beguiled' - I looked it up in the dictionary and learned it's a bit like being under a spell.
Polly got stuck on the following words: digger, bigger, said	Polly blended and segmented some three syllable words correctly with some encouragement from us.	Child Comments: I read two chapters - I was shocked to find out that the main character was a ghost! It was great.