

Home Learning Policy

St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special. Everyone is our neighbour.' As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

Approved by:	TLIS	Date: 15/1/26
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St. Andrew's C of E Primary School

Home Learning Policy

Overview

At St Andrew's C of E Primary School we regard the partnership between home and school as paramount in providing the best possible education for our pupils. The Home Learning Policy is central to the success of the partnership and should be based on the agreement and support of teachers, parents, pupils and carers.

Purpose of home learning

Home learning is defined as any work or activity which pupils are asked to do outside lesson time, either on their own or with parents. The purpose of home learning can be defined as follows:

- Home learning encourages pupils to develop the skills, confidence and motivation to study effectively on their own.
- Home learning consolidates and reinforces the skills and understanding developed at school, particularly literacy and numeracy skills.
- Home learning extends school learning, for example through additional reading.
- Home learning develops and sustains the involvement of parents in the management of pupil learning, and keeps them informed about the work pupils are doing.

Type of home learning

The main focus of home learning is to support early learning in maths and English, especially reading. Children should either read to their parents/carers or listen to them reading for between 10 and 20 minutes every day. The school will provide parents with reading books to support reading fluency and comprehension.

Mathematics tasks will normally be set weekly. The school buys a 'doodle maths' account for all children and encourages regular use each week. In addition, parents should help children to learn basic number facts e.g. number bonds, tables.

KS2 children will have weekly spellings to learn.

Sometimes challenge home learning may be set, linked to a history, geography or RE objective; at other times there may be voluntary opportunities, linked to an art or writing competition for example. Challenge and talk home learning is an ideal way for parents to research/ discuss together so the child feels supported by the parent being invested in an area of learning they are particularly passionate about.

Amount of home learning set by teacher weekly

Termly letters will outline the term's learning expectations for each year group specifically.

This is usually:

Foundation Stage – Daily reading and book sharing is required. A reading record is provided for all children to record this regular reading activity.

Years 1 & 2 – Daily reading, doodle maths (daily and specific tasks) and occasional other activities each week.

Years 3 & 4 – Daily reading, doodle maths (daily and specific tasks), spellings and occasional other activities each week.

Years 5 & 6 – Daily reading, doodle maths (daily and specific tasks), spellings, spag (spelling, punctuation and grammar) and occasional other activities each week.

The precise amount of home learning will vary according to the tasks set. The demands of home learning must be manageable and some tasks may require more than one evening for completion. The class teacher is responsible for the day-to-day organisation of home learning and monitoring the demands upon pupils to ensure that they are as even and balanced as possible. It is important that children complete their home learning.

The day that home learning is given out on varies from class to class, but the time given will include the weekend to ensure all children have a chance to complete the home learning.

Home learning can be found in your child's book bag or on Class Dojo.

Marking

Home learning will be-monitored regularly by the teacher or teaching assistant or self-assessed to promote independent learning. Feedback may be oral or written. Project work will be celebrated in the class.

Role of Parents/Carers

The success of home learning depends upon the support of parents and carers. This can be shown in various ways:

- by providing a suitable place for home learning and negotiating an appropriate time with the child;
- by checking with the child that the task has been understood;
- by making it clear that home learning is valued;
- by joining in with the school in having high expectations;
- by ensuring that home learning is completed;
- by making time for discussion home learning;
- by liaising with the class teacher if the child is unclear about the task or is spending an undue amount of time on a set task.

How Are Individual Needs Met?

It is important that appropriate home learning at the right level is set to enable all children to access and to share fully in the work of the class.

This Home Learning Policy should be monitored and evaluated bi-annually.