



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

HOME LEARNING POLICY

July 2025

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

Last Reviewed	July 2025
Next Review Date	July 2027
Ratified by	FGB
Ratified on	09.07.2025
Lead Person	Emma Welch

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Aims

Home Learning at Hildenborough CE Primary School is underpinned by our Christian Vision, which aims for all children to achieve their God given potential by providing them with opportunities that will not only help them to improve academically but also to flourish as well-rounded individuals. Our Home Learning Policy aims to support children’s learning in school as well as develop learning behaviours that create accomplished, independent children that are ready for the next stage in their education, be it the year group or key stage above or the move to secondary school.

Purpose

- To develop the core skills needed to access the curriculum, with a particular emphasis on reading, spellings and times table/number bonds practise (year group dependent).
- To support children’s learning through research, consolidation or extension of their class studies.
- To develop home-school links.
- To further develop children’s organisational skills, self-discipline and responsibility for themselves.
- To learn to improvise or adapt materials and exploit resources for learning at home.
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and prepare them for the requirements of the next year group or secondary school.

How our home learning policy has been developed

Our home learning policy has been written in consultation with parents, governors and staff. We have tried to take all views into account when writing this policy; however, it is very difficult to meet everybody’s expectations. Please do not hesitate to contact your child’s class teacher or Emma Welch (Deputy Headteacher) should you have concerns regarding your child’s home learning.

Our home learning policy is formally reviewed and ratified by governors every two years. However, we are constantly monitoring and evaluating our practice so that policies can be reviewed and updated sooner should the need arise.

Core Home Learning

At Hildenborough CE Primary School, we recognise the vital role that reading plays in allowing children to access all areas of the curriculum, as well as providing a gateway into succeeding in the wider world. In the words of Dr Seuss, *“The more that you read, the more things you will know. The more you learn, the more places you’ll go.”* Therefore, there is an expectation that **all children read at home at least 3 times a week, ideally every day (all year groups)**. This should be recorded in children’s individual reading records, which staff will check weekly.

We also recognise the importance of regular written practise to improve children’s spellings. Therefore, we also expect children to **practise their spellings at home each week (Year 1 upwards)**.

As a school, we aim for all children to be fluent in the fundamentals of mathematics, including automatic recall of their number bonds to 10, 20 and 100 and their times tables. Being able to swiftly recall these facts reduces the amount of thinking the children have to do when faced with more complex problems. Knowing these facts by heart supports with many areas of mathematics, including, finding fractions, decimals and percentages. Because we understand the significant impact being fluent with your number facts has, **we also expect children to practise their number bonds or times tables at least 3 times weekly (Year 1 upwards)**. Once children are fluent with their times tables, class teachers may set alternative home learning tasks to stretch and challenge those children who need it.

Optional Home Learning

Alongside developing children’s core skills in reading, spellings and times tables, class teachers will also provide a home learning grid, which includes a range of different tasks for children to choose from each term. The purpose of this is to

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support children in developing their decision making and independent learning habits. There will be a deliberate range of tasks which will either consolidate or extend what children have been learning about in school or support their mental health and wellbeing (e.g. PE, creative tasks and nature related activities). Within the home learning grid, there will be the option to complete tasks from EdShed (Key Stage 1 and 2) or Atom Prime (Key Stage 2 only). These activities will be available for those who would like a more formal approach and will provide children with the opportunity to complete additional English and Maths at home.

Each term, Knowledge Organisers are posted on the school website alongside Curriculum Newsletters. We would encourage parents to use these to support children with their home learning tasks, as this mirrors how they are used in school.

How Home Learning looks in each year group

We recognise the importance of children having the opportunity to relax, spend time with family and friends, and take part in extra-curricular activities outside of school. Home learning should not impact on this. To support parents with how long they should be spending on each home learning task, we have put suggested time frames for the core home learning tasks within the Appendix. If you're finding a task is taking longer than the suggested times, please do stop if this is becoming too much for your child. We have not included suggested times for the optional tasks as these are not compulsory and vary in time length. Please see **Appendix 1** for how home learning is set in each year group.

More information about reading

All children are provided with a yellow reading record. In the front of the reading record, will be some question stems, which we would like parents to use to develop their child's reading comprehension when listening to them read at home. Even if a child is a fluent reader, this does not necessarily mean they have understood what they have read so providing children with the opportunity to answer questions is crucial in developing their ability to read for meaning. Although older children may prefer to read independently, we would still encourage parents to discuss the books they are reading with their child. We are happy for confident readers to fill in their own reading records with their own comments on the book they are reading but would like parents to sign these as a confirmation that they have read.

For children who are on the early reading book bands (**up to orange level**), we would ask that the same book is read three times over the course of a week. Research has shown that repeated reading is the key element to improving children's fluency. Each time they read, we would like parents to focus on the following elements:

- **1st time:** Decoding-focus on decoding the words on the page. Support your child in using their phonic knowledge to decode the words
- **2nd time:** Fluency-focus on reading the book again with fluency and expression-model this to your child if needed.
- **3rd time:** Comprehension-read the book again. As the child reads, ask questions about what they have read to check understanding.

The books that the children bring home will be closely matched to the sounds they are learning in phonics to provide children with the opportunity to apply what they have been learning in class.

Rewards

As a school, we understand the impact that valuing children's efforts has on their self-esteem and wellbeing. Therefore, it is an expectation that all home learning is recognised by staff. This can be done through a variety of ways, including: verbal praise, house points, sharing work with the class and Times Table Rock Star certificates. To support teacher's workload, we do not expect staff to provide detailed written feedback on children's home learning.

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Meeting the needs of all learners

For children who find independent work and home learning a real challenge, we are happy for parents to offer a more scaffolded support to them at home to help them get the best from their learning. Although there is an expectation that all children practise their reading, spellings and number bonds/times tables, these will be differentiated and adapted according to ability and learning needs. For example, teachers may send home multiplication grids to support children with their Times Table Rock Stars or provide an alternative way to practise their times tables where children are unable to cope with the time restrictions of the app.

At Hildenborough, we have an open-door policy and encourage parents to talk to us should children be finding their home learning challenging or if they are having difficulties completing it at home. We will work collaboratively with parents to adapt our approach to suit the needs of individual learners.

The Role of Parents/Carers

We ask that parents support and encourage their child by giving time and a home environment in which home learning can take place. Children benefit enormously from being able to discuss what they have done with their parents. Constructive comments enable the child to develop a better understanding of the work and reinforce what is taught in school. Above all other subjects, reading is a crucial aspect of school work and needs to be encouraged at all times. A child's writing skills reflect the range of reading they have done. A child who reads widely and with enthusiasm is often able to transfer this into written work. It is most important for a parent to try to hear their child read as often as possible, to share the joy of the written word, to discuss the plot and characterisation and ask the child questions about what has been read.

It is the responsibility of the pupil and parent to ensure that home learning takes place and is completed on time. If core home learning tasks aren't completed regularly, your child's class teacher will either discuss this with you at parent consultations or will contact you separately.

If you are experiencing difficulties getting your child to complete their home learning, or do not have access to all the resources you need in order to complete home learning tasks, please don't hesitate your child's class teacher and we will do our best to support you with this.

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Appendix 1

Reception

Task	Set	Checked
Reading <i>10 minutes at least 3 times weekly at home and at least once weekly in school.</i>	Ongoing	Weekly. <i>House Points awarded for reading at home 3 times and having book signed.</i>
Tapestry	Optional activities are uploaded for children to do at home.	Ongoing.

Year 1

Task	Set	Checked
Reading <i>10 minutes at least 3 times weekly at home and at least once weekly in school.</i>	Ongoing	Weekly. <i>House Points awarded for reading at home 3 times and having book signed.</i>
Spelling Practise <i>Children will be set a paper-based activity to practise the spelling patterns they have been learning in school (This should take no longer than 15 minutes).</i>	Once a week.	Weekly. <i>House Points awarded for practising at home. Spellings tested in isolation and through a dictation task.</i>
Maths Shed <i>Number Bonds/Maths fluency practise. At least 5 mins, 3 times weekly.</i>	Ongoing	Weekly. <i>House Points awarded for practising at home.</i>
Optional-home learning grid <i>Please choose one activity a week to complete.</i>	Ongoing	Weekly. <i>House Points awarded for any optional home learning completed.</i>

Year 2

Task	Set	Checked
Reading <i>10 minutes at least 3 times weekly at home and at least once weekly in school.</i>	Ongoing	Weekly. <i>House Points awarded for reading at home 3 times and having book signed.</i>
Spelling Practise <i>Children will be set a paper-based activity to practise the spelling patterns they have been learning in school. (This should take no longer than 15 minutes).</i>	Once a week.	Weekly. <i>House Points awarded for practising at home. Spellings tested in isolation and through a dictation task.</i>

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<p>Times Table Practise/Times Table Rock Stars At least 5 minutes, 3 times weekly.</p>	<p>Ongoing – Children may be provided with practical times table activities to begin with (with a focus on 2s, 5s and 10s) to build their understanding. When individual children are ready, they will be given a Times Table Rock Stars log in to practise at home.</p>	<p>Weekly. House Points awarded for practising at home and certificates awarded for practising in the Studio! (Times Table Rock Stars).</p>
<p>Optional-home learning grid Please choose one activity a week to complete.</p>	<p>Ongoing</p>	<p>Weekly. House Points awarded for any optional home learning completed.</p>

Years 3-6

Task	Set	Checked
<p>Reading 15-20 minutes at least 3 times weekly at home and at least once weekly in school.</p>	<p>Ongoing</p>	<p>Weekly. House Points awarded for reading 3 times at home and having book signed. As children get older, they will be encouraged to record when they have read and their thoughts on the book.</p>
<p>Spelling Practise Children will be set a paper-based activity to practise the spelling patterns they have been learning in school. (This should take no longer than 20 minutes).</p>	<p>Once a week.</p>	<p>Weekly. House Points awarded for practising at home. Spellings tested through a spelling test in isolation and a dictation task.</p>
<p>Times Table Rock Stars At least 10 minutes, 3 times weekly. NB: once children are fluent with their times tables, class teachers may set alternative home learning tasks on Maths Shed or Atom Prime to stretch those pupils who need it.</p>	<p>Ongoing</p>	<p>Weekly. House Points awarded for practising at home and certificates awarded for practising in the Studio!</p>
<p>Optional-home learning grid Please choose one activity a week to complete.</p>	<p>Ongoing</p>	<p>Weekly. House Points awarded for any optional home learning completed.</p>