

Commonswood Primary & Nursery School home learning Policy

Approved: Summer 2026

Next Review: 3 yearly



Rationale

Working with your children at home can complement and enrich children's work in primary school. When home learning / homework is completed consistently, it also demonstrates to children that education is valued by parents/carers as well as teachers.

Parents/carers are also strongly encouraged to support children's learning, development and interests through, creative & performing arts, sporting and social activities. These can enhance children's personal and social development; notably self-confidence and esteem.

Aims

There are several purposes for home learning, which are:

- To practise, consolidate and extend skills
- To prepare for future class work
- To encourage creativity and initiative
- To build self-confidence and independence
- To enable children to develop planning and time management skills and prepare older children for the demands of secondary school
- To encourage closer links between home and school
- To give children the opportunity to share learning with their parents/family
- To ensure parents/carers are clear about class expectations and learning strategies used

Quality of Home learning tasks

In Nursery, a weekly letter detailing the learning focus is sent to parents with a suggested home learning task. Home learning packs are also sent out weekly.

In Reception, a child's reading record is the main contact between parent and teacher.

All home learning books should be looked after carefully and respected like all other school books.

Spelling books and reading records need to come to school on a daily basis. The reading record plays a key role in home/school communication – both parents and teachers use these, not only to keep track of the home learning expectations, but also to, at times, send notes or reminders.

If books are lost or damaged beyond use, parents will be charged for replacement books.

All home learning tasks should be completed in pencil.

The quality of home learning should reflect the quality of work in children's other school books.

Some home learning may involve the use of the online learning platform.

Home learning Activities

The most common types of home learning are:

- Reading with an adult to develop decoding and comprehension skills.
- Consolidating phonic skills linked to early reading from our letters and sounds programmes
- Developing spellings skills (years 1 – 6) related to patterns learnt in class or from national curriculum word lists and putting these into context through the writing of sentences
- Gathering information from home resources, the library, and the internet
- Consolidating maths learning e.g. methods used in class as well as number bonds, multiplication tables
- Collecting artefacts for research and display and use in school
- Discussing activities with family to prepare for or consolidate learning
- In the Early Years resources may be provided for parents to enable children to be effectively supported with the acquisition of early literacy and numeracy skills
- Children's 'next steps' may be shared with parents so these can be supported at home

Appendix A lists the home learning expectations for children in the different phases of the school.

Role of the Class Teacher

- To provide an explanation of home learning tasks to parents (when necessary) and give guidance / model of how they might assist their child. Work set should be achieved independently.
- To set regular home learning in an easily followed routine
- To provide 'next steps' learning for Early Years children where appropriate
- To set tasks that takes equal opportunities into account
- To ensure any home learning is purposeful and links directly to the taught curriculum
- To praise children who regularly complete home learning tasks
- To mark home learning and give verbal or written feedback to pupils
- To meet and talk with parents when appropriate

Role of Leadership Team

- To check compliance of the Policy
- To monitor the standard of home learning
- To ensure that home learning is set consistently across classes
- To meet and talk with parents when appropriate
- To discuss with staff how far the policy is being successfully implemented
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails

Role of the Parent/Carer

- To sign a home school agreement dealing with home learning
- To support the school by ensuring that their child engages with home learning tasks
- To provide a suitable place for their child to carry out their home learning
- To encourage and praise their child when they have completed their home learning
- To become actively involved and support their child with home learning activities although it is particularly important, as they get older, for children to become increasingly independent in their learning
- To regularly comment in and sign the reading record to indicate they have read with their child and acknowledged the teacher's advice

- In the Early Years to contribute to online Learning Journeys and share ‘wow moments’
- To make it clear that they value home learning and they support the school by explaining how it can help learning

Parents/Carers who have queries about home learning should not hesitate to make an appointment to see their child’s class teacher.

It is not possible to give home learning when parents take holidays in term time.

To support the development of reading skills at home, a set of questions stems are provided in the reading records for parents to use when reading at home (Appendix B).

Inclusion

The tasks set for children receiving additional or alternative support within the school are matched to need. Teachers ensure that children working in special programmes are not over-burdened with additional tasks. At times, some tasks may be broken down into shorter tasks and completed over a greater number of days. Close liaison is established and maintained with home so that the support given by parents/carers is appropriate.

Equal Opportunities

Home learning tasks are accessible to, and set within the capabilities of the children. Teachers do not assume that children have access to resources and facilities such as IT devices and the Internet.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy has been impact assessed by the headteacher in order to ensure that it does not have an adverse affect on race, gender or disability equality.

Family Liaison

In Early Years, parents are expected to make regular written comments to contribute to their child’s online Learning Journey about learning at home and their child’s ‘next steps’.

Reading records are used from Reception for parents/carers and teachers to communicate effectively with one another.

Home learning books are introduced in Year 1. Parents/carers are expected to support their children’s home learning and comment regularly in reading records. Parents are expected to assume responsibility for their children’s completion of weekly home learning tasks as well as to read or share books with their children each day.

Home learning is handed out each Friday and must be handed in each Tuesday. Home learning which is handed in late may not be marked before the next task is given.

Links to other Documents

Mathematics Policy
 SEND Policy
 Learning and teaching policy
 Assessment & Feedback Policy
 Home/School Agreement
 Aims & Values
 Assessment and Feedback Policy
 Calculation Guidance
 Young Carers policy

Appendix A

Year Groups	What kind of work to expect
Nursery	<ul style="list-style-type: none"> • To share books (story sacks may be sent home to support this) • Talk about and discuss current topics • Practical activities such as games, puzzles and creative projects <p><i>Recommended time – informal, but about ten minutes a day</i></p>
Reception	<ul style="list-style-type: none"> • To share books (story sacks may be sent home to support this) • Practise Phonic Work • Reading and sharing books • Talk about and discuss current topics • Numbers, shapes, times of day and other mathematical concepts <p><i>Recommended time – about 15 minutes a day</i></p>
KS1 Years 1 and 2	<ul style="list-style-type: none"> • Reading at least 5 times a week • Weekly phonics and spelling • Weekly task linked to any curriculum area <p><i>Recommended time – about 20 minutes a day</i></p>
Lower KS2 Years 3 & 4	<ul style="list-style-type: none"> • Reading at least 5 times a week, ideally from a range of resources beyond the reading scheme (at least 15 minutes) • 1 mental maths task (15 minutes) • Spelling practice • 1 home learning task (up to 30 minutes) linked to any curriculum area <p><i>Recommended time – about 20 minutes a day</i></p>
Upper KS2 Years 5 and 6	<ul style="list-style-type: none"> • Reading at least 5 times a week from a range of texts • 1 mental maths / arithmetic task (15 minutes) • Spelling practice • 1 home learning task (up to 30 minutes) linked to any curriculum area • Revision throughout Y6 <p><i>Recommended time – at least 20 minutes a day</i></p>

Appendix B

Retrieving and recording information	Explaining the meaning of words in context	Prediction	Summarising main ideas	Inference	Choice of words to enhance meaning	Layout
<p>Which character...?</p> <p>Where did ...go?</p> <p>Where are...?</p> <p>Where and when does the story take place?</p> <p>What is happening at the beginning of the story?</p> <p>Ask true/false questions based on the text.</p> <p>Which happens first ... or ...?</p> <p>Find the 2 words in this paragraph that describe this character.</p> <p>What evidence is there that...?</p>	<p>What does ... mean?</p> <p>Which word tells you that...?</p> <p>Find the word/ noun/verb phrase which shows that...</p>	<p>What do you think this story will be about? Why?</p> <p>What do you think is going to happen next? Why?</p> <p>What do you think... will say when...? Why?</p> <p>What might happen in the next chapter? Why?</p>	<p>Which paragraph tells you...?</p> <p>What happened in the story?</p> <p>True/ false statements based on the text.</p> <p>What would be a suitable heading for this page/ paragraph?</p> <p>How would you label these parts of the text.</p> <p>Which happens first,... or...?</p> <p>How does the first sentence prepare the reader for the story/ article?</p> <p>Think of one sentence to describe...</p> <p>Think of one word to describe the main character. Why did you choose it?</p>	<p>Ask true or false based on the text.</p> <p>How do you think this character is feeling? Why?</p> <p>What does the word... imply about...?</p> <p>Why did he feel...?</p> <p>What might... be thinking?</p> <p>What might his/ her attitude be towards...?</p> <p>What do phrases such as... tell you?</p> <p>How do you know that...?</p> <p>What else might make this character feel...?</p> <p>What other reason could there be for...?</p>	<p>What is the effect of...?</p> <p>Explain how the language in this sentence shows...?</p> <p>Which words help the reader to imagine...?</p> <p>How does the choice of language create the impression that...?</p> <p>Why did the author choose the verbs ... and ...?</p> <p>How does this create the impression that...?</p>	<p>How does the layout help...?</p> <p>Give 2 examples of features that show this is a letter/ playscript/ diary.</p> <p>Why is this part in bold/ underlined/ in italics/ capitalised?</p> <p>How does the timeline/ image/ diagram/ layout make this easier to understand?</p> <p>Why is this word in capitals/ italics/ bold?</p>