



Home Learning Policy

A local school policy for
Polehampton CE Junior, Infant and Nursery School



Version control summary and overview details

Local school policy - This is a policy which the Board of Trustees has delegated to the Local Governing Body to agree on and approve.. - LGBs have minuted that they have approved this policy.	
Version control Version 1 New policy created to reflect current practice.	
Reviewed by (School Lead)	Phil Sherwood, Executive Headteacher
Approved by LGB:	Polehampton LGB
Date of approval:	Autumn 2026
Date of next review:	Spring 2028

TKAT vision

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

School vision

At Polehampton CE Junior, Infant and Nursery Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

Key areas of note

Please note the following, which will be applicable throughout the policy:

- Any reference to 'everyone' to staff, trustees, local governors and pupils.
- Any reference to 'we' should be read as The Keys Academy Trust.
- Any reference to 'parents' should be read as 'parents, carers and guardians'.

"Let your light shine" Matthew 5:16

Gratitude - Friendship - Perseverance - Forgiveness - Honesty - Compassion



Table of Contents

1. Purpose	4
2. Aims	4
3. Scope.....	4
4. Principles.....	5
5. Organisation of home learning	5
6. Home learning expectations	6
7. Rewards, sanctions and support.....	6

“Let your light shine” Matthew 5:16

Gratitude - Friendship - Perseverance - Forgiveness - Honesty - Compassion



1. Purpose

- 1.1 Home learning is an important part of the partnership between school and home. It provides opportunities for pupils to reinforce, apply and extend their learning beyond the classroom while developing the knowledge, skills and attitudes needed for lifelong learning.

At the Polehampton Schools, we believe that well-planned home learning should complement classroom learning rather than replicate it. It should be purposeful, achievable and appropriate to pupils' age and stage of development, enabling them to practise key skills, develop independence and foster positive learning habits.

This policy sets out how home learning is planned, communicated and supported, ensuring a consistent approach across the school and a shared understanding of the roles of pupils, parents, carers and staff.

2. Aims

- 2.1 Through our approach to home learning, we aim to:
- a) Strengthen the partnership between home and school by encouraging parents and carers to engage positively in their child's learning.
 - b) Reinforce, consolidate and extend learning that has taken place in school.
 - c) Develop pupils' independence, resilience, organisation and responsibility for their own learning.
 - d) Encourage effective study habits and positive attitudes towards learning that prepare pupils for future education.
 - e) Provide opportunities for pupils to practise and apply key knowledge and skills across the curriculum.
 - f) Promote reading for pleasure and the regular practice of essential literacy and numeracy skills.
 - g) Encourage curiosity, creativity and the application of learning through practical, research-based and real-life activities where appropriate.
 - h) Enable pupils to make appropriate use of resources beyond school, including libraries, technology, museums and the wider community.
 - i) Ensure home learning is inclusive, accessible and proportionate, recognising the differing needs and circumstances of families.

3. Scope

- 3.1 This policy applies to all pupils from Reception to Year 6 and outlines the school's approach to planning, setting, completing and reviewing home learning.
- 3.2 The policy covers:
- a) The purpose and principles of home learning.
 - b) Expectations for pupils, parents, carers and staff.
 - c) The types and frequency of home learning appropriate to each phase.
 - d) Arrangements for communicating and submitting home learning.
 - e) Feedback and recognition.
 - f) Support for pupils who require additional assistance or adaptations.
 - g) The use of online learning platforms and digital resources, where applicable.

“Let your light shine” Matthew 5:16

Gratitude - Friendship - Perseverance - Forgiveness - Honesty - Compassion



- 3.3 Home learning is designed to complement classroom teaching and should be achievable without requiring extensive adult teaching or support. Teachers will ensure that activities are appropriate to pupils' age, ability and individual needs.

4. Principles

- 4.1 The school believes that effective home learning should meet the following criteria:
- a) Have a clear educational purpose.
 - b) Support and reinforce classroom learning.
 - c) Be appropriate to pupils' age and stage of development.
 - d) Be inclusive and accessible for all pupils.
 - e) Promote independence rather than reliance on adult support.
 - f) Encourage reading, fluency and regular practice of key knowledge and skills.
 - g) Provide opportunities for challenge where appropriate without causing unnecessary stress or workload.
 - h) Recognise that family time, extracurricular activities and wellbeing are also important contributors to children's development.

5. Organisation of home learning

- 5.1 A home learning grid will be shared with the pupils at the beginning of each term. This will include a range of activities that will be completed over the course of the term. The activities will reflect the learning relevant to the pupils, and linked to reading and maths.
- 5.2 The pupils may be asked to complete their tasks in a variety of ways; this should maximise their engagement with the tasks and develop a broad range of skills, allowing the individual children to be creative and challenged. This may also vary depending on the age of the pupils (including variations from KS1 to KS2).
- 5.3 We also believe that reading is the most crucial element of home learning, and would encourage parents to prioritise this, especially in EYFS and KS1 (although supporting pupils' reading and love of reading is also essential in KS2, but may look different in how you engage with your child and their reading process due to their increased confidence and ability in reading).
- 5.4 The key aspects of daily/weekly home learning expectations are as follows:

Reception	Year 1	Year 2	Years 3 to 6
Phonics via Read, Write, Inc. phonics scheme (RWI) daily	Phonics (RWI) daily	Phonics (RWI) daily or reading scheme daily	Reading scheme – reading at least 3x a week but ideally daily (or, for some pupils, continuing with RWI phonics)
Reading stories to your child, discussing stories, retelling stories	Reading stories to your child, discussing stories, retelling stories and hearing your child read	Reading stories to your child and hearing them read	

“Let your light shine” Matthew 5:16

Gratitude - Friendship - Perseverance - Forgiveness - Honesty - Compassion



Number bonds	Number bonds work (using NumBots), at least 3x a week but ideally daily	NumBots and Times Table Rock Stars (TTRS), at least 3x a week but ideally daily	Times Table Rock Stars (TTRS), at least 3x a week but ideally daily
--------------	---	---	---

6. Home learning expectations

6.1 The following expectations from different stakeholders are key to this policy:

6.1.1 Staff

The teachers should ensure that the following measures are carried out:

- All the home learning instructions are clear and adequate.
- All home learning is purposeful.
- Reading records are checked regularly.
- There is liaison with specific parents regarding additional support or activities that parents should require at home in order to help their child secure key skills and knowledge in order to meet the expected standards for their child's year group.

6.1.2 Pupils

- The pupils will be expected to engage with home learning with commitment and enthusiasm, in line with in-school expectations.
- For older pupils, they are expected to take responsibility for managing their own home learning schedule and, if necessary, handing in their home learning on time and on the days set by their teachers.

6.1.3 Parents

- Parents should support the children in developing good home learning routines through establishing a set time and place to complete activities or tasks.
- They should support their child with home learning activities, including helping children develop time management and independent working skills.
- Reading records should be recorded in and checked regularly by parents.
- Where internet access is not available at home, arrangements will be made to support children with alternate provision.
- Parents should encourage and praise their child when they have completed their home learning.

Parents are not expected to spend money on expensive resources to support their children's home learning.

7. Rewards, sanctions and support

7.1 In line with our Behaviour policy, there will be appropriate rewards for those who achieve well or put excellent effort into their home learning, and sanctions for those pupils who do not put the appropriate effort into their home learning.

7.2 However, the school does take into account that home learning is to be completed at home and, therefore, this often requires parental support. With this in mind, there will often be discussions with parents regarding the level of support they can provide for their child/ren. This also takes into account the attainment levels of the pupils and the need for additional support, in and out of school.

"Let your light shine" Matthew 5:16

Gratitude - Friendship - Perseverance - Forgiveness - Honesty - Compassion