



ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

HOME LEARNING POLICY

Updated by	Karie Wingrove
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Signed by	Karie Wingrove
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On school website	Yes

TOGETHER WE ARE

Growing in **STRENGTH**

Growing in **WISDOM**

Growing in **FAITH**

COURAGE

RESPECT

HOPE

ENJOYMENT

COMMUNITY

At St Paul's Church of England Combined School and Nursery, we believe that home learning plays an important part in education, and that the value of learning beyond the classroom should be developed from an early age. At the same time, we recognise that pupils have valuable opportunities and experiences outside of school that enrich their lives. We therefore aim to ensure that home learning is balanced, purposeful and manageable for all families.

Aim

Home learning is any learning that takes place outside of the school day. At our school, we believe that the most valuable home learning is not completing set tasks, but developing the core skills that underpin all learning: secure reading and strong number sense.

Learning at home plays an important role in helping children become confident, independent learners. However, research consistently shows that the greatest impact on a child's academic success comes from regular reading and meaningful discussion at home.

Reading with your child—listening to them read, reading to them, and talking about what they have read—is essential. It builds not only fluency and understanding, but also confidence, curiosity and a lifelong love of learning. Reading widely exposes children to new vocabulary, ideas and perspectives, supporting both their academic progress and personal development. We encourage families to share a wide range of texts, including:

- **Fiction:** stories, comics, poetry, plays and scripts
- **Non-fiction:** information books, newspapers, magazines, biographies and age-appropriate websites

Alongside reading, developing a strong understanding of number is fundamental. Secure recall of key number facts, including times tables, allows children to approach maths with confidence. Without this foundation, children can become overwhelmed when solving calculations, which can limit their success in problem solving and reasoning.

Regular practice of number facts in a low-pressure, consistent way is far more effective than completing one-off tasks. To support this, we provide access to platforms such as Times Tables Rock Stars and NumBots, which help children build fluency in an engaging and personalised way.

Where appropriate, additional activities may be provided to support or consolidate learning. However, our priority is that all children develop:

- a love of reading and strong comprehension skills
- confidence and fluency with number

These are the foundations for success across the curriculum and beyond.

Home Learning Expectations

Outlined below are the Home Learning Expectations. These are divided into essential home learning tasks and independent home learning projects.

Essential Home Learning Tasks:

These are tasks that children benefit from when they are regularly carried out at home with parent/carer support.

- Daily reading, with phonics support if required
- Regular mental maths skills practise using TTRS or Numbots (30 mins per week)
- Spellings (KS1 & KS2)

Independent Home Learning Projects

We encourage children to take increasing ownership of their learning by applying what they have learned in school, or by exploring an area of personal interest, through self-directed home learning projects. This approach helps to develop independence, creativity and a sense of responsibility for their own learning. Rather than completing set tasks, children are supported to follow their curiosity, make choices about what they learn, and present their ideas in a way that suits them.

Projects can be linked to topics studied in school or based on a child's own interests. The emphasis is on the process of learning—researching, creating, practising and reflecting—rather than producing a perfect final outcome.

Examples of home learning projects may include creating a poster, booklet or model about a topic of interest; researching and presenting facts about an animal, place or historical figure; designing and carrying out a simple experiment; writing a story, comic or fact file; cooking or baking using measurements; keeping a diary or journal; building something using recycled materials; or developing a short presentation to share with the class.

These projects should be enjoyable, manageable and flexible, allowing children to develop key skills such as problem solving, communication and independence while taking pride in their own learning.

'Make a difference' tasks

As well as independent projects, we encourage 'Make a difference' tasks. These tasks are child led and encourage pupils to speak out and act to challenge and overturn injustice. Examples include; litter picking, writing letters to MPs and liaising with charities.

Weekly spellings

We encourage parents to support spelling at home in a fun and low-pressure way, focusing on helping children understand and use words rather than testing them.

For younger children, this may involve exploring sounds, building simple words and recognising common tricky words through activities such as sharing books, saying and stretching words, and using creative ways to practise writing.

For older children, the focus shifts towards recognising patterns, understanding word structure and applying spellings in their writing. This can be supported through regular reading, discussing vocabulary, using words in sentences and practising little and often. Overall, short, engaging activities that build confidence and understanding are far more effective than formal testing.

Preparation for Secondary School

As children move through St Paul's, developing independent learning habits becomes increasingly important in preparing them for the transition to secondary school. At this stage, home learning should focus on building the skills and attitudes that will enable pupils to manage a greater level of responsibility for their own learning.

A key way to support this is by encouraging children to take ownership through independent home learning projects. These provide valuable opportunities for children to apply what they have learned in school, explore their own interests, and present their understanding in a creative and meaningful way. This mirrors the approach taken in secondary school, where homework often combines class learning with independent research to deepen and consolidate knowledge.

For children who find self-directed projects challenging, there are many high-quality resources available to support them. For example, KS1 and KS2 revision books, workbooks and activity packs can be purchased through Amazon and other suppliers. These resources offer structured guidance, ideas and examples while still allowing children to explore topics and consolidate learning in an independent way.

In secondary school, pupils are expected to organise and prioritise their own time, complete tasks independently, and take responsibility for managing their work. Parents can support this by encouraging high standards of work and helping children to work towards and achieve their targets, while giving them space to take increasing responsibility for their learning.

Secondary schools typically expect pupils to complete around one hour of homework each evening, five days a week. This is introduced gradually at the start of Year 7, allowing pupils time to adjust to new routines and expectations.

Simple ways to support this preparation include establishing a regular routine for reading and home learning, encouraging children to organise their belongings for the next day, and providing a quiet space where they can focus. Supporting children to persevere with challenges, rather than stepping in too quickly, helps to build resilience and confidence.

Continuing to prioritise regular reading and practising key number facts remains essential, as these underpin success across the curriculum. Encouraging children to talk about their learning, explain their thinking and ask questions can also deepen understanding.

By promoting independence, encouraging the completion of self-directed home learning projects, and providing access to supportive resources when needed, parents can help ensure their child is confident, capable, and well-prepared for the expectations of secondary school.

The role of parents/carers

We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example, by

- Encouraging and supporting them
- Playing games with them
- Practising times tables
- Listening to their child read

- Providing somewhere quiet for children to study away from the T.V and other distractions
- Providing opportunities for real life experience; talking, shopping, using money, telling the time, cooking, letter writing etc.

It is expected that parents ensure their children complete their home learning. If this is not the case, teachers will open a dialogue with parents to offer support and guidance where possible.

Pupils with SEND

A balanced approach to home learning will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the home learning received by other pupils, they will also complete as much standard home learning as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.