



Newtown C of E Primary School

HOME LEARNING POLICY

Ratification Date:	April 2018	Signed:	Mrs Emma Howlett (HEADTEACHER) Mrs Janet Cane (CHAIR OF GOVERNORS)
Reviewed	October 2023	Signed:	Mrs E Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Reviewed	October 2025	Signed:	Mrs E Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Next Review	October 2027		

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values
- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

1. Home Learning Policy

At Newtown, we believe that education is a life-long process. A child's education does not cease when he / she leaves our school premises. We recognise the crucial importance of an active partnership between home and school. Home learning is just one of the ways in which we seek to foster this partnership.

'Home Learning' is any learning or activity completed outside the regular school day, either alone, with parents, or others. Home learning can make an important contribution to progress at school.

We see the purpose of home learning as being able to:

- Develop an effective partnership between school and parents for each child's education, as children achieve more when teachers and parents work together
- Provide opportunities for parents and children to work together to enjoy learning experiences
- Consolidate / reinforce skills and understanding
- Extend school learning in different ways and contexts
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond

Whilst we support all of the above principles, at Newtown C of E Primary School, we are also mindful that children have the opportunities and experiences outside of school that are equally important in developing and enriching their lives. We believe that home learning should not dominate home and school life. It should be enjoyable and manageable for all concerned and if it becomes a burden/source of conflict, it ceases to be a constructive aspect of teaching and learning. Our policy and practice therefore recognises the need for the children to have time to be children.

This home learning policy is designed:

- To provide opportunities for parents and pupils to work in partnership and enjoy learning experiences
- To ensure parents/carers have a clear understanding about expectations for themselves and the pupils
- To extend and support learning
- To ensure consistency of approach throughout the school

Home learning in our school will take place in various forms, depending on the age of the child. There will be more focus on reading, phonics (where appropriate) and maths skills. We will not set weekly tasks, but instead give an overview of what a child should be able to achieve across the year. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines.

Expectations for each year group

Year R Home Learning:

Reading at least four times a week

Learning to read is about listening and understanding, as well as working out what is printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. It is important for them to understand how stories work. When a child does not understand every word, they will hear new sounds, words and phrases which they can then try out, copying what they have heard.

As a child starts to learn to read, parents play an important role in helping to keep them interested in books, find out what interests them, help them to find books that will be engaging and fun, and spend time reading the books they bring home from school. To best support your child, we ask that you read the decodable text provided by the school at least 4 times a week. Spending 5-10 minutes reading with your child will support them on their journey in becoming an independent reader. Re-reading the text several times will build their confidence and fluency.

Phonics

The children in Reception will have daily Phonic sessions. We will regularly update parents on what we have been learning on Tapestry. We will show parents how to pronounce each sound and give some practical ideas on how children can be supported with Phonics at home. We will also send weekly phonics learning home.

Numbers

Practise every day counting to 10 (and then to 20), chanting the numbers, counting steps, counting out the knives and forks for dinner and looking for numbers in the environment.

A child's home learning can be uploaded on Tapestry!

Projects at Half Term

In order to prepare the children for their upcoming projects in school, we will be asking them to complete a mini-project that links to next term's learning.

This could be:

- Creating a model or a poster or fact sheet
- Using the internet to research a topic
- Investigating something!

KS1 Home Learning:

Reading at least four times a week

Encourage and support children to read four times a week. Little and often is best! It is not necessary to read the whole book every time. If a child is tired or reluctant, keep it short but praise them for having a go. Vary what is read; read whatever interests the child! To best support your child, we ask that you read the decodable text provided by the school at least 4 times a week. Spending 5-10 minutes reading with your child will support them on their journey in becoming an independent reader. Re-reading the text several times will build their confidence and fluency.

A child's Reading Record should be signed so that they can achieve their pin badge awards as part of our Reading Challenge. A written comment is not needed every time, but the comments box is there to let the teacher know of any concerns.

Times Tables

Practise counting in steps of 2, 5, and 10. If a child is already confidently doing this, remember to ask them to count back to, practice counting on and back in steps of 3. Begin learning the 2, 5 and 10 times tables. Practice them out of order (not just chanting 1 x 2 is 2, 2 times 2 is 4 etc.) and link them to real life contexts e.g. *I have 3 boxes of crayons. There are 2 crayons in each box. How many crayons do I have?*

Projects at Half Term

In order to prepare the children for their upcoming projects in school, we will be asking them to complete a mini-project that links to next term's learning.

This could be:

- Creating a model or a poster or fact sheet
- Using the internet to research a topic
- Investigating something!

KS2 Home Learning:

Reading at least four times a week

Children should be encouraged and supported to read four times a week. Little and often is best! Remember that it is not necessary to read the whole book every time. If a child is tired or reluctant, keep it short but praise them for having a go. Try to vary what is read; read whatever interests your child! Magazines, comics, online text and recipes are all great ways to encourage a child to read, as well as print in the environment such as leaflets, food packets and road signs. Whilst independent reading is very valuable, parents are encouraged to listen to them read aloud too.

A child's Reading Record should be signed so that they can achieve their pin badge awards as part of our Reading Challenge. A written comment is not needed every time, but the comments box is there to let the teacher know of any concerns.

A written comment is not needed every time, but the comments box is there to let the teacher know of any concerns.

Times Tables

In the table below are the National Curriculum times tables expectations for each year group.

Expectations for times tables for each year	
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Year 4	Recall multiplication and division facts for multiplication tables up to 12×12 .
Year 5	Revision of all times tables and division facts up to 12×12 .
Year 6	Revision of all times tables and division facts up to 12×12 .

Methods for Learning Tables:

- Stick to one times table at a time to minimise confusion
- Start with chanting and writing them out slowly in order

- Then move on to completing the answers quickly in order - on paper or verbally with your child
- Finally, move on to completing the answers in any order
- Keep reminding your child that 3×4 is the same as 4×3 - this effectively halves the number of tables facts
- Talk about the numbers you encounter them " $5 \times 8 = 40$ that's mummy's age", " $3 \times 6 = 18$ that's our house number" . . . this makes more memory hooks.

Projects at Half Term

In order to prepare the children for their upcoming projects in school, we will be asking them to complete a mini-project that links to next term's learning.

This could be:

- Creating a model or a poster or fact sheet
- Using the internet to research a topic
- Investigating something!

2. How staff at Newtown C of E Primary School will support this policy:

- By providing a range of project home learning tasks and activities to consolidate and extend learning in class
- By ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability
- By checking the reading journals of each child at least twice weekly. The in-class reading log will also keep a record and monitor when a child is being read with in class
- By communicating with parents and keeping them informed of children's progress, projects and topics studied in class and their children's individual tasks

3. How parents /carers can help to support their children:

- Ensure they listen their child read at least four times a week
- Ensure that reading journals are checked weekly and reading books and journals are in school on a daily basis
- Provide somewhere peaceful for children to work without the distractions of television, other family members and pets
- Provide a suitable place equipped with a clear table space, chair and good light
- Provide encouragement and support to children when they require it
- Encourage pupils and praise them when homework completed
- Share with school any issues arising from homework for example by a comment in a reading record. We would also be interested in hearing how well the children completed other activities, whether they were interesting / too easy / too hard, etc

4. Children are expected to:

- Make full use of any opportunities they are presented with
- Take pride in their presentation and content, acknowledging the high personal standard expected
- Be organised to look after and return books and completed tasks on the agreed dates.

5. Feedback for pupils / parents or carers and teachers:

- Verbal response from parents or carers and teachers
- Class discussion

- Tests e.g. Spellings or tables
- Pupil / peer evaluation
- Presentation of work in class and/or school assembly

6. Racial Equality & Equal Opportunities:

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Newtown C of E Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Policy review date: October 2027