

Rationale

At Highweek, we believe that the partnership between home and school is vital in ensuring our children have the most effective support in reaching their potential towards gaining life-long learning.

Home Learning in the EYFS

Pupils in the EYFS will not be expected to complete as much home learning as the older pupils as we believe most of their learning comes from child-initiated exploration. Parents are asked to support their children in the following ways:

Reading

Book bags will be sent home every night and should be brought into school every day. For Nursery-aged children, parents have access to our weekly nursery library and are encouraged to change their child's book regularly from the selection available. Across EYFS, parents are asked to listen to their child read every day. In Reception, children will be sent home with a book that is matched to their phonics level. This is assessed regularly in school, and children are encouraged to read this book independently.

A home-school reading record will be provided to share any comments or questions about your child's reading. A book chosen by your child will also be sent home to share with their grown-up. This is to encourage reading for pleasure — you can read it to your child, or they can have a go at reading it themselves. This is a great opportunity to talk about the book or story and help develop your child's love of reading. Staff will change each child's books once a week.

Parents will be provided with information and updates about their child's phonics level, as well as guidance on how best to support their child's independent reading. This will be shared via Tapestry and through a parent workshop led by the class teacher in the autumn term.

Home Learning

Information is added to Tapestry on a weekly basis for all EYFS children. These ideas include either preview activities, which prepare children for learning that will take place the following week in their class, or activities that help children to practise skills they are currently learning. These tasks are designed for parents to do with their child and are usually play- or discovery-based.

Reception children will also have activities to support the Read Write Inc (RWI) Phonics programme being taught in school.



Home learning Policy

Home learning in KS1 (years 1&2)

Reading

Children will read every day in school in small groups as part of the Read Write Inc or Reciprocal Reading teaching session. For children who are accessing RWI, when the children have read their RWI book three times in school, the book will be sent home to share. This will usually happen on a Thursday. Children should be able to read this book easily; using correct punctuation and a 'storyteller's voice' to engage the listener. This book should then be returned to school on the following Thursday. For children who have completed the RWI scheme, they will be assessed on our reading scheme and will be levelled appropriately, bringing home a reading book in a book band colour. These will be changed on a Friday. All children will bring home a 'Reading for Pleasure' book. This is a book selected by the child which may not be at your child's reading level. Please enjoy sharing these stories together with your child. It is expected that children will share a reading time with someone at home for at least five minutes each day using books from our school library or those you have at home. A record of this should be kept by parent/carers in the Reading Record book.

Spellings

Children in Year 2 will be sent home with weekly spellings which may include words from the statutory word list, spelling pattern words and topic-specific vocabulary. They will bring 4 new spellings home on a Monday and then be tested on them on the following Monday. These will come home in a yellow spelling book, which can be used to practise in if you wish.

Maths- Numbots

In KS1, it is essential that children are developing their number fluency, including number bonds. All children will have a log in for Numbots that they will bring home to enable them to access Numbots from home. Please spend at least 15 minutes a week practising these skills on Numbots. Certificates will be presented in our Friday Flyer assembly each week as the children pass through the levels.

PLEASE NOTE THAT IF CHILDREN ARE NOT ENGAGING WITH HOME LEARNING, OR ARE UNABLE TO ACCESS LEARNING AT HOME, THEY WILL BE EXPECTED TO ATTEND HOMEWORK CLUB ON TUESDAYS AFTER SCHOOL.

Home learning in KS2 (years 3-6)

Reading

Children in KS2 will have access to a range of interesting texts which are at an appropriate level of challenge. Children will undertake a star reading test termly, and will be given a 'reading level'. Children are expected to read both in school and at home, and teachers will monitor children's levels of participation by monitoring Accelerated Reader. This can be accessed at home via this link: <https://global-zone61.renaissance-go.com/welcomeportal/1893144>

Spellings

Children will be sent home with spellings to learn on a Friday which they will be tested on the following Friday and encouraged to 'beat their best'. These words will include words from the statutory spelling list and spelling pattern words. Children will also be taught about spelling rules in class.

Time Table Rockstars (TTRS)

It is essential that children in KS2 have automaticity in their recall of times tables and multiplication facts. Children must spend at least 30 minutes per week on Time Table Rockstars. Children will compete in interclass challenges and challenges against other schools as well as being encouraged to beat their best.

Year 5 and 6 only

In addition to the above, years 5 and 6 will undertake weekly tasks which will consolidate their learning in maths and literacy. These include:

- Reading comprehension tasks
- Punctuation and grammar
- Reasoning and arithmetic

All homelearning tasks, unless otherwise stated are sent home on a Friday and returned the following Friday.

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Equality and Cohesion Statement

This policy is compliant with the Equality and Cohesion Policy. This Policy is based on best practice to ensure a consistent and effective approach. The Governing Board and the Headteacher (Chair of Governors) have a particular responsibility to ensure that the processes are managed fairly, equitably, objectively and must not discriminate either directly or indirectly on the grounds of a person's race, sex, gender



Home learning Policy

reassignment, sexual orientation, marriage or civil partnership, disability, age, pregnancy and maternity or religion or belief.

Date of review and adoption by Governing Body: April 2025

Date for next review: April 2026