# ROSSETT ACRE PRIMARY SCHOOL

## HOME LEARNING POLICY

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| **Name of School:** | **Rossett Acre Primary** |
| **Date of Policy:** | **December 2025** |
| **Name of Staff Responsible:** | **Senior Leadership Team** |
| **Review Date:** | **December 2027** |

At Rossett Acre we hope to establish an effective partnership between parents/carers and school. We understand that children have busy lives after school and want them to develop interests different to those experienced in school so that they develop into well-rounded, mature and responsible citizens. We do all we can at school to encourage children to be independent learners and would value the same approach being used at home by you. We also recognise that different amounts of home learning will suit individual children - you know your child.

National research tells us that parental engagement in their child's learning at home has a tangible, positive impact on their progress at school. Through our own experiences, we have also found that it motivates, inspires and raises the self-esteem of pupils. It is an expectation that parents/carers encourage and support their children to complete their home learning activities.

To keep parents fully in the picture, we use Class Dojo (Tapestry in Early Years) in addition to information on our school website.

Parents will be informed of the following:

1. A list of themes to be covered throughout the term.
2. Targets in Reading, Writing and Maths. These are given out at our Parent Evenings.
3. Weekly spellings.
4. Feedback on Maths Superhero/Maths Challenges / Times Tables in Y3-Y6

*Information about learning at home will also be placed on the relevant year group pages of the website.*

Details of home learning activities across school can be found below. There may be times where class teachers send out additional, optional themed projects.

**EYFS (Early Years Foundation Stage – Reception)**

- Contributions to learning journeys via Tapestry (online system)
- Regular reading (see Appendix 1 & 2 for guidance). This should be dated and signed in the child's reading record book by the parent.
- Lending of Rossett Rabbit to home to promote development of children's language skills. (Show and Tell)
- Phonic activity to reinforce new sounds learned in class.
- Informal suggestions shared with parents by the EYFS team to support their child's learning
- Weekly Maths – our week in EYFS

**Key Stage 1: Year 1**

**Year 1 – Autumn Term**

- There is an expectation that regular reading is carried out at home. This should be dated and signed in the child's reading record by the parent
- Little Wandle homework sheets

**Year 1 - Spring Term**

- Differentiated weekly spellings. These will be introduced in school, sent home for further practice and assessed in school.
- Regular reading. This should be dated and signed in the child's reading record by the parent.
- Little Wandle homework sheets

**Year 1 - Summer Term**

- Differentiated weekly spellings. These will be introduced in school, sent home for further practice and assessed in school.
- Regular reading
- Little Wandle homework sheets

**Year 2**

- Differentiated weekly spellings. These will be introduced, sent home for further practice and assessed in school.
- Parents will be informed at the beginning of the year which day the spelling tests will take place each week.
- There is an expectation that regular reading is carried out at home. This should be dated and signed in the child's reading book by the parent.
- Times Table Rockstars (TTRS) activities (Spring term onwards)

**Key Stage 2 – Years 3, 4, 5 & 6**

- Differentiated weekly spellings. These will be introduced, sent home for further practice and assessed in school.
- There is an expectation that reading practice is carried out at home, to improve fluency and comprehensions skills.
- Weekly Maths activity e.g. Superhero targets (Not Year 6), TTRS and Learning by Questions.
- Research the term's theme or collect information for the current theme
- Optional additional home learning projects. For example, creating an orrery using junk model materials.

In upper KS2 (Years 5 & 6) completing home learning is compulsory as this supports children in achieving a smoother transition to High School. If home learning is not completed (possibly due to family activities/interests out of school) then children will be expected to complete it at breaks/lunchtimes.

***Year 6 will also receive additional home learning in preparation for their SATs tests and to prepare them for transition to High School. (KS3)**

**Additional Support**

Children receiving additional support may have learning sent home to consolidate or revise the learning already covered in school. We aim to liaise with parents/carers before this happens. We welcome feedback from parents regarding its usefulness and how individual children are coping as we do not want pupils to feel pressured by this.

# Appendix 1

## HELP ME READ!

**REMEMBER: Reading is fun, print is everywhere.**

Choose a time when your child wants to read. Sit in a quiet comfortable place. Make this a time for you and your child, a sharing time.

Discuss the illustrations, title of a book, author. Ask your child questions e.g. What do you think will happen? What does the word on that sign say? What colour is ....?

Why did .....? Can you tell me what happened in the story?

Can your child identify words, letters?

Look at marks on the page e.g. full stops, speech marks. What do they mean?

Encourage your child to use sounding-out skills, picture and overall meaning clues to help decipher new vocabulary. Ask what words mean. **Remember**, sometimes when sounding out words, asking the child to sound out each letter individually causes problems. Unless it is a three letter word, encourage the child to blend.

e.g. s - l - e - e - p does not say 'sleep'
but 'sl' - 'ee' - 'p' does.

Discuss whether or not your child liked the book. Why? What would they like to happen?

Try reading aloud or alternate pages.
Read aloud to other adults, brothers and sisters etc.

Other activities

- Encourage your child to read print in their environment e.g. shop signs, food labels, street names.
- Read text on computers, television, shopping lists, greetings cards etc. Does your child have a favourite comic, character, story etc.?
- Play lotto, matching and 'I Spy' type games.
- Visit the library.

Discuss your children's pictures. Help them to write captions for them.

# Appendix 2

## Evaluation of Year 6 Home learning

Please complete this form with your child and send it back to school to help us plan for our next year's group. **Your sheet can be anonymous if you prefer.**

CHILD'S NAME .....
CHILD'S TEACHER .....

*Please tick the appropriate box*

| | | Yes | No |
|---|---|---|---|
| 1. | I / We found the weekly home learning useful<br>If No, please comment here<br>_____<br>_____<br>_____ | ☐ | ☐ |
| 2. | I / We thought it was pitched at the right level for our child<br>If No, please comment here<br>_____<br>_____<br>_____ | ☐ | ☐ |
| 3. | My / Our child was keen to do his / her home learning | ☐ | ☐ |
| 4. | My / Our child needed a lot of help with his / her home learning<br>If Yes, please comment here<br>_____<br>_____<br>_____ | ☐ | ☐ |
| 5. | Any other comments you have for school<br>_____<br>_____<br>_____ | | |