

St Nicolas' Church of England Voluntary Aided
Combined School



Jesus said 'I am the vine and you are the branches.'

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community.

We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.

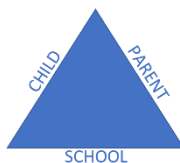
Our Christian values are respect, honesty, love and friendship, courage, thankfulness and peace

Home Learning Policy

Policy date: February 2025

Date of review: February 2028

At St Nicolas' we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our home learning policy is an important element.



Working together equally keeps the triangle strong, supporting good learning and mental health

What is the Purpose of Home Learning?

- To consolidate the learning undertaken in each year group and support retrieval
- To have 1:1 reading time with an adult to improve fluency and understanding
- To show children that their learning is important and valued at home
- To establish beneficial routines and expectations ready for the next stage of education.

At St Nicolas', we recognise that pupils who have spent a busy structured day at school need time to relax and unwind after school. We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. outdoor play, sports, ballet, music, clubs.

Home learning should be used to effectively reinforce what is learned in school and we hope parents and carers will give their active support to ensure that work done at home is completed conscientiously and to the best of their child's ability. Research evidence shows that the quality of learning undertaken at home is more important than the quantity.

There is an expectation that parents will support children on an ongoing basis to secure skills and knowledge noted in the 'How can I support my child?' and 'Next steps' sections of their child's termly report and in any areas of learning where there are gaps identified by the teacher.

We reserve the right for teachers to set additional key home learning when an individual, group or class needs extra practice.

Overview

To support children's wellbeing and family life, we will provide both expected home learning (**Key home learning**) and additional, optional home learning (**Going the Extra Mile!**). Parents are encouraged to consider the needs of their child when deciding how much of the optional home learning to expect their child to complete.

Key home learning

- reading
- number facts/arithmetic
- spelling
- handwriting (Y1- Y3)

Key home learning tasks are listed in home learning books which go home on Tuesdays and should travel securely with children between home and school. School planners are brought to school daily and the information at the back used to consolidate age related learning for children's key stage.

Children are expected to complete all key home learning set to the best of their ability, and hand it in on time. Key home learning is checked (not marked) and any issues discussed with a group/class/individual. Children who persistently do not complete key home learning may be asked to complete it at another time during the school day e.g. lunchtime/playtime. Parents are asked to sign for reading and write any comments in the school planner on a weekly basis. Teachers/teaching assistants check the planner, responding, if appropriate, to parental comments.

Optional home learning: Going the Extra Mile!

- maths
- English
- additional curriculum tasks may also be set for the class

Going the Extra Mile tasks are set on the class pages of the website, along with the answers or an example, and do not need to be handed in.

Equal Opportunities and Inclusion

All children are expected to complete their **key home learning** and return it to school by the completion date. Activities set are appropriate to their age and ability, with a focus on the age-related expectations in their year group. Reasonable adjustments can be made according to need: if your child genuinely struggles to complete key home learning, please discuss this with their teacher.

Key home learning (by subject)

Reading

Children are expected to read at home at least 5 times across the week. This will include books from school, the school library, their own books from home or a local library. Whilst on the Read, Write Inc programme, children should read their RWI books aloud to an adult. Any other books brought home are sharing books. Children should continue to read aloud regularly to an adult after completing the RWI programme to practise fluency and understanding. Children are provided with levelled books to support reading at home until fluency is secure. All pupils visit the library each week to choose a book to read at home.

Spelling

Pupils learn spellings from weekly spelling rules/patterns taught in class. We follow the Read, Write Inc spelling programme. Pupils are expected to master these spelling rules/patterns fully. Pupils are given a spelling activity per week and are tested on the spelling rule the following week in class.

Number facts and arithmetic

Mastery of number facts, times tables and their related division facts is essential to success in maths. These basic skills are taught progressively from EYFS and enable children to tackle reasoning problems without encountering cognitive overload. Children are expected to have instant recall of times tables up to 12 x 12 by the summer term of Year 4, so they can experience success in UKS2 maths.

'When you know your tables, maths is so much easier!' Y5 child

Handwriting (Y1-Y3)

Correct letter formation is taught from EYFS. Secure letter formation and clear, accurate handwriting are essential writing skills – allowing children to proof-read and improve their writing.

Going the Extra Mile!

Some children enjoy challenge and will want to go the extra mile. Some may have gaps in their learning and extra practice will help them to reach the age-related expected standard by the end of the year. We encourage parents to consider carefully what is right for their child, and to set expectations and routines accordingly. Where children are not yet on track to meet the expected standard, going the extra mile is likely to accelerate their progress. Where children are on-track, going the extra mile will secure skills and build towards working at greater depth. With all our home learning, quality is more important than quantity.

Maths

Activities will be provided for pupils to consolidate or revise mathematical skills. These may be online and/or written.

English

Activities will be provided for pupils to consolidate or revise skills in comprehension, writing and grammar.

Other curriculum subjects

Pupils may sometimes be set home learning related to other areas of the curriculum.

Monitoring and Evaluation

An overview is completed regularly by the senior leadership team to ensure that appropriate home learning is given. Home learning tasks should be well designed and have clearly set aims.

Appendix 1 Key home learning – weekly time guidance

Year	Key home learning	Weekly time guidance
EYFS	Read to your child every day Listen to your child read at least 5 times a week	As appropriate for your child
1	Read at least 5 times a week Spelling Number facts and arithmetic Handwriting	Up to 1 hour, plus at least 10 minutes of daily reading recorded in planner and signed weekly by parent/carer.
2	Read at least 5 times a week Spelling Number facts and arithmetic Handwriting	Up to 1 hour, plus at least 10 minutes of daily reading recorded in planner and signed weekly by parent/carer.
3	Read at least 5 times a week Spelling Number facts and arithmetic Handwriting if required	Up to 1½ hours, plus at least 10 minutes of daily reading recorded in planner and signed weekly by parent/carer.
4	Read at least 5 times a week Spelling Number facts and arithmetic	Up to 1½ hours, plus at least 15 minutes of daily reading recorded in planner and signed weekly by parent/carer.
5	Read at least 5 times a week Spelling Number facts and arithmetic	Up to 2 hours, plus at least 20 minutes of daily reading recorded in planner and signed weekly by parent/carer.
6	Read at least 5 times a week Spelling Number facts and arithmetic NB: Additional key tasks will be set by the teacher to ensure your child is ready for secondary school	Up to 2 ½ hours after at least 30 minutes of daily reading recorded in planner and signed weekly by parent/carer.