HOME LEARNING POLICY

October 2026
REVIEW: September 2028

1. Introduction

At Ivingswood Academy we provide all children with home learning to enable them to practice skills and learning they have already done in school. Sometimes the aim is to repeat something done in class as a practice exercise. On other times, the homework will ask children to apply their learning to a new context. At all times, however, children will not be given work to do at home that they have not learned in school unless it is a project which asks them to find out about something new. For example, to do their own project about a topic (e.g. World War II).

2. Aims of Policy

We aim to provide opportunities for parents/carers to work alongside their child or children to support their learning in school. This is because we want to work as a partnership in your child's learning – school, the child and their parents working together to help your child to reach their potential.

Furthermore, we use the phrase 'home learning' instead of 'homework' as we want to inspire and motivate our pupils to further their learning for their own personal gain, rather than because it is a task they have to do to 'tick a box'. Therefore, as well as providing basic expectations for home learning, we also provide 'over and above' challenges to motivate children and inspire their curiosity.

3. Our Routines & Expectations

3.1 Reading

Reading is an essential skill for life and, therefore, every child at Ivingswood Academy is expected to read daily.

Nursery, Reception, Year 1 and Year 2– Read. Write. Inc.

In this programme, children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing
knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Children in Nursery will bring *HOME LEARNING* home each week; Some is information for parents, some will be activities for you to complete with your child and return to Nursery. These *Talk Diaries* form part of our provision for your child, ensuring we know what their interests are and what they may need extra help with. In the summer term RWI video links are sent home for you to practice phonics with your child.

The *Home Learning Librar*y is accessed every week, and children can choose to take a book, toy, or activity pack home. This also includes resources to help with certain skills, such as toilet training star charts, or fine motor practice packs. Guides and advice for parents are also available on request, covering topics such as sleep, toileting, behaviour and speech and language.

Children in Reception and Year 1 (and those on our phonics programme) have at least two reading books each week. One is a class book which they should continue to read for fluency at home, with the other being selected from a range of books with the same phonetical sounds to embed their new learning. It is vital that children read these books at home, both independently and out loud. Parents and carers are expected to complete the reading records daily to evidence the reading at home. We would recommend at least 15 minutes every day at a time convenient to parents and carers. These books are changed weekly and are expected to be in school every day. We have reading and phonics lessons every day.

Our books and phonics resources are an expensive and vital resource for us in school. Any damages or lost books are charged at £5 to be replaced for other pupils to use.

For further information about this programme, information for parents is available

via the following link: https://www.ruthmiskin.com/en/find-out-more/parents/

Years 2 – 6

Once the children can read accurately and fluently, our children transfer onto levelled reading books. This transition will generally occur at the start of Year 2, but maybe later depending on completion of the Read. Write. Inc. scheme. Pupils develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated.

Children in these year groups are expected to read for 20 minutes every day. This can involve independent reading, or reading out loud, of reading to an adult or older sibling. We appreciate that it may not always be possible to listen to your child/ren read. Therefore, independent reading can be used. In this situation, we appreciate when parents ask a few summary questions at the end of the twenty minutes. These could include:

- Tell me what happened in your book today *(summarise)*
- Tell me about the characters – what did they do or say or how did they act? What did they do this? (retrieve & infer)
- What do you think will happen next? *(predict)*
- Are you enjoying the book? Why? Why not?

Your child needs to practice what the impact the book has on the reader and also why writers make the choices they have made. These skills will enable them to transfer these into their own writing in their daily English lessons.

We expect parents and carers to sign reading records daily to ensure they are reading each day. These are then checked by a member of staff and signed weekly.

ALL children MUST have their reading book and diary in school every day, so they can read it with an adult and be prepared to read with one of our reader volunteers.

3.2 Times tables / Number Facts

Every child in Years 1-6 have access to Times Tables Rock Stars / Numbots to help practice their times tables in a fun, motivating and competitive manner. Some children maybe given time in school to pracise, however, every child can access from a phone or tablet at home. In school, class teachers will test their classes on their times table knowledge to prepare them for their Multiplication Test in Year 4. https://ttrockstars.com/

National Curriculum expectations per year group:

- **Year 1** (Ages 5–6): Count in multiples of 2, 5, and 10. Recall and use doubles of all numbers up to 10 and their corresponding halves.
- **Year 2** (Ages 6–7): Recall and use multiplication and division facts for the **2, 5, and 10** times tables. Begin recognizing odd and even numbers.
- **Year 3** (Ages 7–8): Recall and use multiplication and division facts for the **3, 4, and 8** times tables (while building on previous years).
- **Year 4** (Ages 8–9): Recall and use multiplication and division facts for **all times tables up to 12 × 12** (including 6, 7, 9, 11, and 12). Pupils take the statutory online MTC in the summer term, answering 25 random questions with a 6-second time limit per question.
- **Year 5** (Ages 9–10): Revise and consolidate all multiplication and division facts up to 12 × 12 with fluent recall in any order.
- **Year 6** (Ages 10–11): Maintain and apply confident recall of all times tables and division facts up to 12 × 12 within broader arithmetic, percentages, and square roots.

3.3 Spelling

Every child in Years 2-6 will be given weekly spellings to learn. These will be taught in school every week and tested the following week. Each child (Year 1-6) has a login to access their spellings and play spelling games each week to build their vocabulary and spelling skills. Teachers expect these words to be included in the English writing lessons. The spellings will include a spelling rule or pattern and high frequency and common exception words.
Play.edshed.com

3.4 Other Learning

Some year groups will be set additional challenges may be set for home learning. For example, children may be allocated a punctuation/ grammar worksheet or a maths worksheet. If it is a piece that needs handing in, it is expected to be returned by the following week for assessment or for sharing with peers. The work will always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths games already familiar to your child. It is our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills. There should be a clear explanation/reminder from the teacher of what is expected.
Each class teacher will notify your child of the home learning deadlines and expectations.

4. Overview of Expectations

<table>
<tr><th></th><th>Reading</th><th>Times tables / number facts</th><th>Spelling</th><th>Other learning</th></tr>
<tr><td>Reception

Year 1</td><td>At least 15 minutes per day using Read. Write Inc. books. Parents and carers are to sign reading records daily.</td><td rowspan="6">Children have access to Numbots (KS1) and Times table Rockstars and are expected to use them weekly to develop their speed and accuracy.</td><td rowspan="6">Year 2 – 6 pupils receive weekly spelling and Years 1- 6 have access to ‘Spellshed’ games to practice these every week.</td><td rowspan="6">KS1 – learning based on wider curriculum.

Year 3 – Alternate weekly English and Maths

Years 4, 5, and 6 Weekly English and Maths

KS2 may also be set ‘project’ or wider curriculum home learning over a half-term.</td></tr>
<tr><td>Year 2</td><td rowspan="5">At least 20 minutes per day using school reading books or ‘free reader’ books as appropriate.
Parents and carers are to sign reading records daily.
School staff will sign them weekly.</td></tr>
<tr><td>Year 3</td></tr>
<tr><td>Year 4</td></tr>
<tr><td>Year 5</td></tr>
<tr><td>Year 6</td></tr>
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5. Home/School Partnership

Our staff hope that you can support us in getting the balance right. We want to work together with you to help your child be the best they can possibly be and reach their full potential. If you have any concerns about the home learning set, or, you feel that the home learning is just right, please do come to speak to your child’s class teacher.

It is worth noting that when children deliberately do not attempt to do home learning (and this does not include when family emergencies occur), children will be given the opportunity to complete their work at school. Allowing one child to opt out of doing home learning whilst everyone else is expected to complete it causes bad feeling amongst a class. We therefore make it very clear that we expect everyone to be treated equally, and all children are required to complete home learning. Teachers monitor the standard of home learning received and the progress their children are making. Where teachers have concerns about home learning, they will speak directly to parents and carers.

6. Monitoring and Evaluation

The implementation of this policy is monitored by the Senior Leadership Team.

The success of this policy will be evaluated by considering feedback from pupils, teachers, support staff and parents. This policy will be reviewed through consultation with staff and revised every two years for the Local Academy Committee to approve.