



## **Home Learning Policy**

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**Appendix 1 - Home Learning at The Westfields Federation**

**Member of staff responsible  
for this policy in consultation  
with staff and governors:**

**Jo Wilson**

**Governing Body Committee  
responsible for review:**

**Children & Learning**

**Date of next review:**

**Autumn 2029**

**Ratified by Governing Body:**

**Autumn 2026**

## **1. Introduction**

At Westfields Infant School and Westfields Junior School, we believe that home learning supports the practise of skills learnt and consolidates and extends the learning covered within the classroom while supporting children to develop self-discipline, independence and the ability to take responsibility for their own learning. It includes reading, phonics, spelling, grammar and mathematics practice as well as occasional project-based learning and tasks linked to school events.

## **2. Aims**

- To strengthen the partnership between home and school in supporting children's learning.
- To practise and consolidate basic skills and knowledge, reinforce and extend work covered in class or investigate applications or examples in the 'real world'.
- To encourage children to develop perseverance, initiative and self-discipline through independent study.
- To learn study skills and improve personal organisation, time management and presentation skills.
- To help children recognise the link between good study habits and higher standards of achievement.
- To allow parents to take an active part in their child's education.
- To prepare children for the next stage of their education.

## **3. Frequency of Home Learning** - Please see Appendix 1

- Please note that when there are additional pressures on the timetable e.g. production, residential trips and major school events, there may be a variation to the information detailed in Appendix 1. This will be communicated to the children and parents.
- If it is felt that a child would benefit from a different pattern of home learning than outlined, we will contact parents to discuss this.
- Home learning is an integral part of children's learning journeys in school. When completed, it may be added to books or folders following verbal feedback from the teacher, either individually or in groups, or after children have reviewed their work and received whole-class feedback. Home learning may also be shared and celebrated through class discussions or displays. While not all home learning will receive written marking, it will be acknowledged and used to inform teaching where appropriate.

## **4. Topic Home Learning**

During the academic year and from Year 1 onwards, there will be tasks set that are linked to the topics taught in class. These activities would be in addition to key tasks set each week however, in Years 5 and 6, topic home learning would replace the English and Maths tasks set. When set, children will receive a clear task or activity page with a range of creative tasks to choose from. They will then be able to complete these at home and bring them in to share and be celebrated.

## **5. How Parents Can Help**

We ask for parents' support in seeing that home learning is done conscientiously and in the best possible conditions. Whilst time and frequency expectations are set in Appendix 1, if a child is struggling, we ask that parents stop the task and let their child's class teacher know so that extra support can be given. Below are helpful reminders of how parents can support home learning:

- Avoiding battles over home learning by establishing routines is key.
- Providing the necessary equipment (pencil, rubber, sharpener, ruler etc) and a quiet room, ideally with a suitable working surface will help children with their home learning.
- Setting aside time for home learning, which is respected by the rest of the family, with disturbances kept to a minimum, will allow the children space and peace in which to focus and produce their best.
- Encouraging children and building their confidence through positive praise when they have done something well will give them a boost and motivation.
- Offering to test skills which have to be learned or practised can help children in their understanding.
- Encouraging children not to rush their work; avoiding the Sunday night / last minute syndrome will ensure what is produced is of the expected standard.
- Avoiding letting children submit home learning which is of poor quality or poorly presented will ensure that the work can be reviewed and if appropriate, added to class books.
- Ensuring children write in pencil (and pen if children are in Years 5 and 6 but not for maths) will help the presentation of the activities set.

## **6. How home learning will be set**

At Westfields Infant School, any key tasks or home learning tasks will be clearly communicated to parents via ClassDojo.

At Westfields Junior School, any key tasks or home learning tasks will also be clearly communicated via ClassDojo. In Years 5 and 6, teachers will plan and set English and Maths tasks (which may include

MyMaths). In these two year groups, on a Thursday afternoon, teachers will discuss the tasks with the class so that children are clear as to what they need to do. Instructions and resources will be set and displayed on ClassDojo with the submission day set for the following Tuesday. If paper copies are required by children, teachers will ensure these are made available.



## Appendix 1



### Home Learning at the Westfields Federation

	Phonics/Reading	Spelling	Maths	Tasks set
<b>Reception</b>	<ul style="list-style-type: none"> <li>Weekly Little Wandle information sheet sent home with ideas to support children</li> <li>Little Wandle Sound Flash cards sent home to practise</li> <li>3 x weekly reading with an adult</li> <li>Key words to practise reading from the Spring Term</li> </ul>	<ul style="list-style-type: none"> <li>Key words to practise spelling from the summer term</li> </ul>		
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Weekly Little Wandle information sheet sent home with ideas to support children</li> <li>Little Wandle Sound Flash cards sent home to practise</li> <li>3 x weekly reading with an adult</li> <li>Key words to practise reading</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly key words to practise spelling</li> </ul>		<ul style="list-style-type: none"> <li>Half termly creative tasks set linked to topics taught</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>3 x weekly reading with an adult</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly key words to practise spelling</li> </ul>		<ul style="list-style-type: none"> <li>Two half termly creative tasks set linked to topics taught</li> <li>In the last half term, project home learning set (minimum of 3 tasks to complete)</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>5 x weekly reading, 2 x with an adult</li> </ul>	<ul style="list-style-type: none"> <li>Weekly differentiated spellings to practise (3 x Spelling Shed games)</li> </ul>	<ul style="list-style-type: none"> <li>Numbots/TTRockStars Weekly 20 games = 20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>In the last half term, project home learning set (minimum of 3 tasks to complete)</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>5 x weekly reading, 2 x with an adult</li> </ul>	<ul style="list-style-type: none"> <li>Weekly differentiated spellings to practise (3 x Spelling Shed games)</li> </ul>	<ul style="list-style-type: none"> <li>TTRockStars Weekly 20 games = 20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>In the last half term, project home learning set (minimum of 3 tasks to complete)</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>5 x weekly reading, 2 x with an adult</li> </ul>	<ul style="list-style-type: none"> <li>Weekly differentiated spellings to practise (3 x Spelling Shed games)</li> </ul>	<ul style="list-style-type: none"> <li>TTRockStars Weekly 20 games = 20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>1 grammar or MyMaths task set weekly</li> <li>In the last half term, project home learning set (minimum of 4 tasks to complete)</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>5 x weekly reading, 2 x with an adult</li> </ul>	<ul style="list-style-type: none"> <li>Weekly differentiated spellings to practise (3 x Spelling Shed games)</li> </ul>	<ul style="list-style-type: none"> <li>TTRockStars Weekly 20 games = 20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>1 grammar and 1 MyMaths task set weekly, replaced by revision in the weeks leading up to SATs.</li> <li>In the last half term, project home learning set (minimum of 4 tasks to complete)</li> </ul>