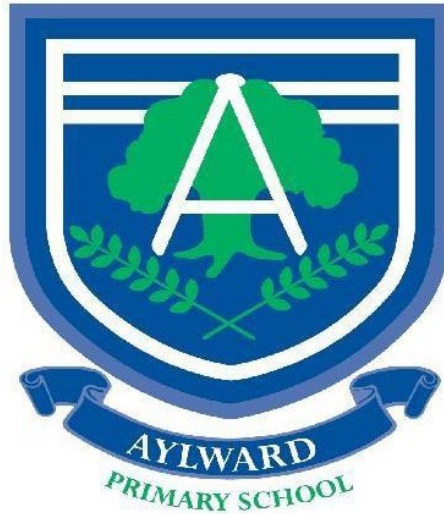




AYLWARD PRIMARY SCHOOL

HOME LEARNING POLICY

GB Committee Responsible:	Curriculum and Achievement
Reviewed by:	Gemma Kilkenny
Review Date:	September 2026
Approved by Local Committee:	24 th September 2026
Next Review Date:	September 2027



Aylward Primary School Home

Learning Policy

This policy was compiled through a process of consultation with parents, pupils, governors and staff. At Aylward Primary School, our aim is to provide home learning that is stimulating, varied and achievable. We believe that home learning is a partnership between children, staff, parents/carers enabling children to become organised, self-disciplined, independent thinkers and learners. We aim to ensure that all home learning is given significance through content, presentation and feedback.

AIMS OF THE POLICY

- To ensure a consistent approach to home learning throughout the school
- To ensure that staff, parents and pupils have a clear understanding regarding expectations for home learning.
- To ensure that staff, parents and pupils are fully aware of their role with regards to home learning.

ROLE OF THE TEACHER

- To plan and set a programme of home learning that is appropriate to the needs of each pupil and that consolidates and extends learning.
- To ensure that all pupils understand the home learning that they have been given.
- To regularly give feedback about home learning in line with the schools marking and feedback policy.
- To inform parents if there is a problem regarding home learning and to support queries and questions from parents/carers.
- To ensure that home learning is accompanied by clear instructions and/or examples.
- To ensure that home learning includes a range of styles, formats, tasks and activities including practical, investigative, problem solving, written, creative and research based.
- To ensure that home learning both supports children's current learning, and also enables the embedding of prior learning to their long-term memory.

ROLE OF THE PARENT

- To support the pupil in completing home learning and handing it in on time.
- To provide the appropriate conditions and support for the pupil to complete the home learning.
- To contact the teacher if unsure about the home learning task set.

ROLE OF THE PUPIL

- To ensure that they have everything they need to complete home learning each week to the best of their ability and that presentation is of a high standard.
- To make sure they understand the tasks that have been set.
- To hand home learning in on time.

- To take on board any feedback about home learning.
- To show resilience and perseverance when completing their home learning.

HOME LEARNING GUIDANCE:

All home learning is ~~to be set on a Friday and due back on the following Wednesday~~ – therefore providing an opportunity for parents to seek support and also flexibility with regards to when the children complete it i.e. evenings or weekend.

Year Group	Subject	Guidance	How often?
Reception:	English	Children will bring home a reading book and are encouraged to read daily. They will also have a RWI book to practise over the week.	Daily/Weekly
	Maths	They may also be asked to bring in news from home on sticky labels to be shared in class. A simple investigation or Maths challenge, linked to the learning in class, which will promote parental engagement in their child's learning.	Weekly
	Spelling	RWI group flash cards will be sent home weekly, and children will be encouraged to learn the high frequency words throughout the year.	
	Understanding the World.	Children may be invited to complete a simple piece of research, linked to a theme in class, which will promote their parent/carer's engagement. They may be asked to bring in an item from home for discussion.	As appropriate.
	Oracy	This should be a question relating to their learning in class or a current event or topic of interest. This is an opportunity to promote talk at home.	Weekly
Year 1/2	English	Differentiated (or by outcome) piece of work linked to the learning in class. This could be a reading comprehension or some	Weekly

		<p>writing and an example of 'how to complete' should be given.</p> <p>There should be daily reading of 10-15 minutes with an adult and comments recorded in the Reading Record book.</p> <p>Children are encouraged to regularly access Bug Club for additional reading practice.</p>	
	Maths	<p>Questions or an investigation linked to the learning in class, with appropriate adaptation provided as needed. Times tables and related division facts should be practised regularly throughout the year). Children are also encouraged to use online learning platforms (Y1 – Numbots/Y2- Times Table Rockstars).</p>	Weekly
	Spellings	<p>There should be differentiated spelling lists of 10 words to meet the requirements for end of KS1</p> <p>A menu of spelling activities will be given at the start of each term – children should choose one activity to complete as spelling practice each week.</p>	Weekly
	Handwriting	<p>Teachers may give pupils handwriting practice to further develop this skill at home.</p>	As appropriate
	History / Geography or Science	<p>Children may be set a research task, linked to their learning in class and the current Knowledge Organiser. They may be asked to bring in an item from home for discussion.</p>	As appropriate
	Oracy	<p>This should be a question relating to their learning in class or a current event or topic of interest. This is an opportunity to promote talk at home, using Aylward Voices.</p>	Weekly

Year 3/4	English	A piece of work linked to the learning in class, with appropriate adaptations provided as needed. This could be a reading comprehension or some writing and an example of 'how to complete' should be given. There should be daily reading of 15 minutes (preferably reading with an adult) and comments recorded in the Reading Record.	Weekly
			Weekly

	Maths	Questions or an investigation linked to the learning in class. Appropriate adaptations will be provided as needed. (Times tables and related division facts should be practised regularly throughout the year, including use of Times Tables Rock Stars TTRS).	
	History / Geography or Science	This could be a piece of research or discussion about learning, linked to their current learning and the Knowledge Organiser.	Weekly
	'Discussion' Oracy	This should be a question relating to their learning in class or a current event or topic of interest. This is an opportunity to promote talk at home, using Aylward Voices.	Weekly
	Spellings	There should be differentiated spelling lists of 10 spellings given in preparation for a spelling test. A menu of spelling activities will be given at the start of each term – children should choose one activity to complete as spelling practice each week. N.B – Time spent completing homework should equate to 20 minutes each day (plus reading).	Weekly

Year 5/6	English	A piece of work linked to the learning in class, with appropriate adaptations provided as needed. This could be a reading comprehension or some writing and an example of 'how to complete' should be given. There should be daily reading of 15-20 minutes (preferably reading with an adult) and comments recorded in the Reading Record.	Weekly
	Maths	Questions or an investigation linked to the learning in class or, Mathematics: 5-8 tasks set for pupils to complete (Y4 only). Appropriate adaptations will be provided as needed. (Times tables and related division facts should be practised regularly throughout the year).	Weekly

	History / Geography or Science	This could be a piece of research or discussion about learning, linked to their current learning and the Knowledge Organiser.	Weekly
	Oracy	This should be a question relating to their learning in class or a current event or topic of interest. This is an opportunity to promote talk at home, using Aylward Voices.	Weekly
	Spellings	There should be differentiated spelling lists of 10 spellings given in preparation for a spelling test. A menu of spelling activities will be given at the start of each term – children should choose one activity to complete as spelling practice each week. N.B - Time spent completing homework should equate to 30 minutes each day (plus reading).	Weekly

Home learning tasks will be set on SharePoint for the children to access resources and/or complete. Please ensure that pupils have the correct login details. If a child has any difficulties with accessing home learning via SharePoint, the teacher can send home a hard copy, if requested.

Please see the example template for guidance – Appendix 1.

History/Geography or Science tasks can be sent weekly, or a mini-project can be set over a half term (e.g. to design and make something).

N.B –

From the Foundation Stage to Year 6, home learning activities will be given out on the same day each week, to be completed and handed back to the class teacher on the set day the following week for marking.

Where possible, this will be on a Friday, to be handed back on the following Wednesday. In all year groups, the weekend and a few days in the week will be included, to give parents and pupils some flexibility.

Home learning during the holidays (including half-term breaks) is optional for all year groups. This could be in the form of a mini-project or research task.

Home Learning – Year 6**Set:****Due:****English**

Think about the story of Little Red Riding Hood. Start at the point where she is on her way to her Granny's house with a basket of food. Write an alternative ending to the story, changing the role of the wolf. How does the story end? Is it a happy ending? Remember to use the features of an adventure story

Example:

Red walked cautiously through the creaking front door of Granny's house, sensing that all was not right. Without warning, a bellowing roar erupted from beyond the kitchen door...

Geography

Look at the maps of London from pre and post war. What are the key differences? What impact has the war had on the city? How have the human features changed (refer to the Geography Knowledge Organiser for a list of key human features)? Write a short statement summarising your findings.

Example:

The post war map shows that buildings in the centre of London were destroyed...

Oracy

Discuss what the process of evacuation during WW2 would have been like for both children and parents. Talk about the positives and negatives of children being sent to the countryside vs staying in the city.

Stems to use

I think... because

I agree with you as...

I want to build on that...

Maths

Main Task	Scaffold	Challenge
<p>Collect some data at home (e.g. temperature in London each hour over one day) and use the data set to draw an accurate line graph.</p> <p>Write two questions that you could give to your friends to answer by interpreting the information on your graph.</p>	<p>Use the template with axis given to plot your line graph.</p>	<p>Repeat the data collection either for the next day or the same day in a different location (e.g. Madrid). Plot this data on the same line graph to show the comparison. Explain what you notice.</p>

Spelling – choose 1 activity from the spelling menu to complete:

2 lists?	