



**Grayshott CE Primary School**

**Home Learning Policy**

**Non Statutory Policy**

**Approved by  
Curriculum and Standards Committee  
Autumn 2025**

**To be reviewed by  
Curriculum & Standards Committee  
Autumn 2026**

## Grayshott CE Primary School Home Learning Policy

Our school vision is to inspire our students to be resilient, confident and open-minded through exceptional teaching in a caring school community.

We aim to be an exceptional school by following this vision.

### 'Acorns to Mighty Oaks'

We are acorns growing to mighty oaks.

Our roots are in Christian teachings and in a loving, supportive village and church family.

Our branches are strong moral character and a love of learning.

Our fruit will be fulfilling lives that make a positive difference in the world.

**“They will be called the oaks of righteousness.” Isaiah 61: v1-3**

At Grayshott CE Primary School, we seek to nurture the whole child, rooting them in a loving, supportive village and Church community and this is reflected in our approach to home learning. We believe that home learning should have a beneficial effect on:

- Attitudes towards learning by encouraging good habits and setting creative, meaningful activities which enable all children to be successful
- Relationships at home and between school and home by promoting parental involvement in their child's learning
- Academic progress through regular practice of reading, spellings and maths facts and promoting curiosity and a love of learning

#### **Our core values are:**

**Respect:** we expect all children and parents to treat home learning activities with respect, ensuring that these are carried out regularly and diligently to the best of the child's ability. Teachers will show respect for the time and effort spent on these by setting meaningful activities and giving timely and useful feedback.

**Joy:** we believe that childhood should be a joyful time and therefore home learning demands should be manageable and meaningful. Activities will be creative and enable all children to experience success and joy.

**Love:** we aim to inspire a love of learning through setting meaningful and creative activities. Home learning should enable parents to have greater involvement in, and understanding of, their child's education and support a positive relationship between home and school.

**Courage:** home learning activities should encourage children to 'have a go' at different activities and develop independence, resilience and perseverance when they find activities challenging.

#### **Core Home Learning Activities: Years R - 6**

The following activities should be done little and often, at least 5 times a week. They develop fluency in key knowledge and skills. Good reading, spelling and mathematics skills enable children to be successful across the curriculum. This home learning is an expectation for all children and is not optional. Parental involvement in, and support for, this is vital and parents need to ensure that home life includes quality time spent on these activities.

1. **Reading** – all children are expected to read regularly at home. Children in the EYFS and KS1 will take home both a levelled decodable book, matched with their phonics knowledge (Rhino Reader) and a colour banded book that will match their reading ability (to recognise patterns, High Frequency words and use the pictures to retell). Children will also choose a “Browsing Book” – a high quality picture or early chapter book for parents to and for children to read together and respond to. This will be chosen from either the book corner or the school library. We believe reading little but often with younger children will have a big impact on their reading. Most importantly, we want younger children to love listening to and joining in with rich children’s literature so that they develop a love for reading for its own sake.

From Year 3 to 6, children will be taking increased responsibility to complete their reading diary independently but parents should still monitor and discuss children’s reading with them and sign the diary every week. Staff will regularly check home reading diaries and respond to these when appropriate. Children in KS2 will still take home a colour banded book as well as a Browsing Book that challenges and entuses them. Those who still need decoding support will have a Rhino Reader book that they are supported with as part of a regular reading intervention.

2. **Spellings** – learning random lists of words is not effective and is rarely retained or applied in other contexts. However, there is value in children learning by rote high frequency or phonically irregular words as well as learning spelling rules and patterns.

In EYFS and Year 1, children will bring home high frequency words to learn, together with ideas for parents of strategies to help learn these.

In Years 2- 6 children may bring home no more than 8 words related to a spelling rule or pattern (taken and adapted from the Vocabulary Ninja scheme). This is not a list of words to be learned by heart which will be tested at school. Children will be taught word investigation activities and strategies to help them learn the spelling rule.

In addition to this, children may be given an individual list of common words which they have spelt incorrectly in their school work. Please help them to learn these by heart.

### 3. Maths

- a) **In Years 1 and 2** – children are encouraged to log in to their Doodle Maths account to practise their maths skills for up to 10 minutes a day. During the **summer term of Year 2**, children will be given a **TT Rockstars** account to begin the learning of their times tables.
- b) **In Years 3, 4, 5 and 6**, children are expected to log onto their TT Rockstars account for times table practice for 3 minutes a day, 4 or 5 times a week. Please see [TT Rockstars Parent Guidance](#) for further guidance on the games and activities that children can undertake.

### Additional Home Learning Activities

#### Year R

In EYFS, our assessments are informed by parents and carers to gain a fuller picture of what children can do in different contexts. We do not set specific activities but will send out information about the EYFS curriculum and encourage parents to upload information about their child’s achievements on Tapestry, an online EYFS assessment tool.

## **KS1 – Years 1 and 2**

Children will be set a fortnightly “Topic” based project that will be shared and celebrated in class. It will link to what children are learning in either English, RE, PSHE, History, Geography, Art or Science.

## **KS2**

Home learning activities will be set every week. Children will be given:

- X 1 Maths activity
- X 1 English or topic related activity.

The activities will be provided for children to take home in their homework books. Homework will be set on a **Friday** and expected to be handed in the following week.

The activities are linked to the classwork that children are currently learning and have a clear learning purpose. Each activity will either prepare children for follow-up work in class or provide an opportunity to practice and apply knowledge and skills already learned.

As the children go through KS2, they will be able to complete the activities increasingly independently, but parental involvement will always enhance the learning opportunities and parents are encouraged to take an interest in their child’s home learning. The activities will be shared and celebrated in class and staff will give written feedback on each task.

We hope that all children will be engaged and motivated by the activities and by the response of their teacher and peers when these are shared in class. Children may be offered additional enrichment tasks where appropriate.

## **Inclusion and Special Needs**

In both KS1 and 2 home learning activities are designed to allow all children to experience success, while allowing children to extend the level of challenge. If your child has a particular need, please talk to the class teacher in the first instance, who will be happy to support you in adapting activities if appropriate.

## **How parents can help with home learning**

Parents’ interest in, and encouragement for, home learning is vital. However, we do not expect parents to have particular knowledge or teaching skills in order to be able to support their child with home learning. Parents can help by:

- Showing an interest and discussing home learning activities with your child
- Praising your child for their effort and perseverance, not just the finished product
- Helping with the recording of activities (particularly in KS1)
- Encouraging children to develop good habits, such as setting aside a short time each day for reading and practising spelling/maths passports
- Providing a quiet place, away from distractions and screens, for children to complete activities
- Encouraging and supporting your child to ask their teacher for further guidance or support with activities if necessary
- Encouraging your child to take pride in any written or physical work produced and providing simple resources and materials to enable them to do so

## **Helping your child to read**

How much and how often children read really matters. Once children have mastered decoding through their phonics work, reading as much and as widely as possible will ensure that they continue to develop, not just academically, but emotionally too. The best way to improve reading is the most enjoyable – reading!

## **EYFS/KS1**

- Little but often – if your child is struggling then take it in turns to blend words and read each page
- Get children to follow with their finger – even if you are reading the words
- Use the pictures to retell the story
- Notice those High Frequency Words and “take a picture” to memorize rather than attempting to sound out
- Encourage memory of those repeating phrases in stories

## **Browsing Books**

- Cosy story time – make it special!
- Talk about the characters, what it reminds them of and make predictions
- Led by the child – a book that is high interest to them
- Encourage re-telling together

## **KS2**

Even if your child is a fluent reader, they will still benefit from reading regularly to an adult, discussing books and authors, and listening to stories. Encourage your child to read widely for a range of purposes.

### **Helping your child to learn spellings:**

As with all learning, little and often is most effective.

- Teddy and Rocket Words – make it into a game – bingo or snap, splat the words on the fridge or bedroom wall, trace over the words with colour pens
- Recognise the words in books and pretend to “take a picture” with an imaginary camera to memorise the shape and letters
- Use a multi-sensory approach; look, cover, write, check.
- Use letter names – say the name in a word – climbing up the stairs “T-H-E – the”
- Common exception words – look, cover, say, write and check

### **Helping your child to learn maths facts:**

Methods such as flash cards, games and ICT games can be used to improve quick recall in a fun way.

- Encourage children to say the whole calculation and answer aloud, not just the answer (for example  $8 \times 7 = 56$  if you are practising times tables verbally)
- Practise regularly but for short periods at a time
- Make it fun by playing games! There are many available on the [Top Marks](#) website
- Help your child design their own number facts poster and display it in their room or on the fridge
- Take advantage of real-life contexts such as shopping, laying the table, planting seeds in rows, organising and sharing out toys or snacks, etc. to help you introduce number facts into everyday life.

We really appreciate all the hard work that parents put in to working with their children at home. If you feel that you need any support with aspects of home learning, please contact your child’s class teacher in the first instance.