



Home Learning Policy

2026-27

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Author	Head Teacher	
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Ratified / adopted by	Title	Chair of Governors
	Signature	<i>Naomi Craddock</i>
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Associated guidance	This policy has been informed by the Education Endowment Foundation (EEF) Teaching and Learning Toolkit guidance on homework and parental engagement. The school will continue to review relevant evidence when the policy is updated. EEF: Homework – Teaching and Learning Toolkit educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework EEF: Parental Engagement – Teaching and Learning Toolkit educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Related policies / documents	Curriculum Policy Teaching and Learning Policy	
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Version	Date	Comments – reviewed/amended/approved
V1 (This Version)	September 2025	Policy written by Headteacher



CARE: Connect • Achieve • Respect • Explore

1. Our Rationale

At Trekenner Primary School, we use the term Home Learning because we want learning beyond the school day to be purposeful, manageable and connected to the learning children experience in school.

Our approach reflects our CARE values. Home learning provides opportunities for children and families to **Connect** through reading, conversation and shared learning; to **Achieve** by practising and securing important knowledge and skills; to **Respect** the effort, routines and responsibilities involved in learning; and to **Explore** ideas, interests and the wider world beyond the classroom.

We recognise that children work hard during the school day and that family time, play, physical activity, interests and rest are also important. We therefore do not believe that more homework is necessarily better homework. Instead, home learning should have a clear purpose and should complement high-quality teaching in school.

Current evidence from the Education Endowment Foundation (EEF) indicates that homework can have a positive impact on attainment. The evidence also suggests that the quality of homework matters more than quantity: tasks are most useful when they are clearly linked to classroom learning, have an explicit purpose and are followed up. This supports our emphasis on reading, spelling, mathematical fluency, retrieval and consolidation.

Home learning should reinforce teaching, not replace it. New curriculum content will normally be explicitly taught in school before children are expected to practise or apply it independently at home.

2. Principles of Home Learning at Trekenner

- **Purposeful** – there should be a clear reason for the activity.
- **Connected** – wherever possible, it will relate directly to current or previous classroom learning.
- **Age appropriate** – expectations increase gradually as children move through school.
- **Achievable** – pupils should normally be able to complete tasks using knowledge and strategies already taught.
- **Inclusive** – reasonable adaptations will be made for pupils with SEND or other additional needs.
- **Equitable** – no child should be disadvantaged because they do not have access to particular resources, technology or adult support at home.
- **Valued** – teachers will acknowledge home learning and recognise the effort children have made.

3. Home Learning Expectations

Area	Squirrels – EYFS/Y1/Y2	Badgers – Y3/Y4	Owls – Y5/Y6
Reading	Read book-bag or AR book to an adult every night. Share/read a free-choice book with or to an adult 4–5 times per week, aiming for around 20 minutes in total.	Read AR reader to an adult every night. Also share a book or be read to for 15–20 minutes at least 3 times per week.	Read AR reader for around 20 minutes, 4–5 times per week.
Book Talk	Regular informal Book Talk with an adult while reading together: talk about pictures, characters, new words, events and favourite parts.	Book Talk should form part of shared reading at least weekly: discuss vocabulary, characters, events, predictions, connections and reasons for ideas.	Book Talk with an adult 1–2 times per week. Discuss what has been read in books or other texts encountered in everyday life, including vocabulary, inference, viewpoint and connections.
Phonics & Spelling	EYFS/Y1/Y2: phonics practice set by the teacher as appropriate. Y1/Y2 also receives weekly spelling words.	Weekly spelling words, practised using Look, Cover, Write, Check or another strategy taught in class.	Weekly spelling words, practised using Look, Cover, Write, Check or another strategy taught in class.
Maths	Y1/Y2: weekly maths activity to consolidate classroom learning, plus appropriate fluency practice on Purple Mash: subitising, number bonds and mental calculation.	Weekly maths activity to consolidate classroom learning. Fluency practice on Purple Mash, including number bonds, times tables and mental calculation.	Y5: weekly maths and fluency practice on Purple Mash. Y6: weekly work from CGP SATs revision books for English and Maths.
Cross-curricular	EYFS: weekly cross-curricular task set by the teacher. KS1: a cross-curricular task approximately every two weeks to consolidate or extend foundation-subject learning.	A cross-curricular task approximately every two weeks, linked to current foundation-subject learning.	A cross-curricular task approximately every two weeks, linked to current foundation-subject learning.



4. Reading and Book Talk

Reading is the most important regular home-learning activity at Trekkenner. We encourage families to see reading as a shared experience rather than simply a task to complete.

Book Talk runs through every stage of our home-reading expectations. In the early years this may be a simple conversation about pictures, characters, sounds, new words or favourite parts. As children grow, Book Talk develops into discussion of vocabulary, inference, viewpoint, authorial choices, connections with other learning and ideas encountered in the wider world.

Depending on a child's age, adults might listen to them read, read a more challenging book aloud, take turns, or simply talk together about what has been read. For older pupils, Book Talk can extend beyond the AR reader to newspapers, magazines, recipes, signs, leaflets, information boards and appropriate digital texts.

Useful prompts: What happened? Why do you think that? What makes you think so? What does this word mean here? What might happen next? What surprised you? Does this connect with anything else you have read or learned?

5. Weekly Routine

The main weekly home-learning tasks will normally be issued on Friday. Home-learning books and completed paper-based tasks should be returned to school by Thursday of the following week.

Reading, spelling and mathematical fluency are intended to take place in short, regular sessions across the week rather than in one long session. Cross-curricular activities will normally be set approximately fortnightly for KS1 and KS2. Teachers may adapt the normal pattern where this supports a particular curriculum unit, school event or the needs of the class.

6. Supporting Pupils and Families

Trekkenner provides a Homework Club every Monday after school, open to any pupil. Children can complete home learning in a suitable environment, access school technology and devices for online activities, obtain resources they may not have at home, and receive teacher support or clarification.

Pupils may also ask their class teacher for help or clarification at any time. Where SEND, additional needs or individual circumstances make the standard expectation inappropriate, the class teacher and/or SENDCo may adapt the task, amount, format or method of recording.



Keep the ambition – adapt the route.

Families are encouraged to speak to the class teacher where home learning is regularly causing difficulty. Our priority is to understand and remove barriers so that home learning remains supportive rather than becoming a source of conflict or anxiety.

7. Recognition and Rewards

Pupils receive one House Point for each piece of home learning handed in. Teachers may award additional House Points where a pupil has demonstrated particularly strong effort, care, independence or work that represents a higher standard than would normally be expected from that individual child.

Recognition focuses on effort, engagement and improvement rather than comparing one child's home circumstances or presentation with another's.

8. When Home Learning Is Not Completed

Where English/spelling, mathematics or another required paper-based home-learning task has not been returned by Friday morning, the pupil will normally be supported to complete the outstanding work during Friday lunchtime.

This ensures that the learning itself is not missed, supports children who may already be at risk of falling behind, keeps expectations consistent for pupils who have completed their work, and helps children develop age-appropriate responsibility for meeting commitments.

Teachers will always use professional judgement. Where non-completion is linked to SEND, family circumstances, lack of resources or another identified barrier, the priority will be to remove the barrier and support the pupil. Repeated non-completion may lead to a conversation with the child and parent/carer and, where appropriate, increased use of Homework Club or another supportive arrangement.



9. Responsibilities

Teachers – set purposeful, age-appropriate home learning; explain tasks clearly; link tasks meaningfully to learning; provide appropriate resources; acknowledge completed work; identify pupils who need additional support; and make reasonable adaptations where necessary.

Pupils – take increasing responsibility, appropriate to their age, for looking after resources, completing tasks carefully, returning work on time, practising regularly and asking for help when needed.

Parents and carers – encourage a positive routine; listen to, read with and talk about books with their child; support rather than complete activities for their child; encourage regular short practice; and contact school if circumstances are making home learning difficult.

10. Monitoring and Review

Class teachers will monitor home-learning participation and identify pupils who may need additional encouragement or support. The school will periodically review the amount, purpose and impact of home learning to ensure that it remains manageable for families and contributes positively to pupils' learning.

The Headteacher and teaching team will review this policy in light of pupil and parent feedback, curriculum developments and relevant educational research.

The Trekkenner Home Learning Promise

Home learning at Trekkenner will never be about giving children work simply for the sake of giving homework.

We will set home learning when regular practice, retrieval, consolidation, reading or exploration will help children know more, remember more or become more fluent.

We value children's effort, families' support and the learning that happens together at home.

Appendix 1

Home Learning at Trekkenner – A Guide for Families

Connect • Achieve • Respect • Explore

Our aim is simple: home learning should help children practise, remember, talk about and enjoy what they are learning. Short, regular practice is more useful than long sessions, and reading together remains at the heart of our approach.

	Squirrels EYFS–Y2	Badgers Y3–Y4	Owls Y5–Y6
READ	Book-bag/AR book to an adult every night + free-choice reading 4–5 times weekly.	AR reader to an adult every night + share/be read to for 15–20 mins at least 3 times weekly.	AR reader for about 20 mins, 4–5 times weekly.
TALK	Talk about pictures, characters, words, events and favourite parts.	Regular Book Talk: vocabulary, predictions, characters, reasons and connections.	Book Talk 1–2 times weekly: vocabulary, inference, viewpoint, connections and texts in the wider environment.
SPELL	Phonics practice as set. Y2: weekly spelling words.	Weekly spelling words using strategies taught in class.	Weekly spelling words using strategies taught in class.
MATHS	Y1/Y2 weekly consolidation + Purple Mash fluency.	Weekly consolidation + Purple Mash fluency.	Y5 weekly maths/Purple Mash. Y6 weekly CGP SATs revision.
EXPLORE	EYFS weekly cross-curricular task; KS1 approximately fortnightly.	Cross-curricular task approximately fortnightly.	Cross-curricular task approximately fortnightly.



The weekly rhythm

Friday: home learning is issued. • Tuesday: Homework Club is available after school. • Thursday: books and paper-based tasks are returned. • Friday morning: any required paper-based task still outstanding will normally be completed with support at lunchtime.

How families can help

- Build short, regular routines rather than leaving everything until the last minute.
- Read with your child, read to them and keep talking about books as they get older.
- Encourage your child to use the spelling and maths strategies taught in school.
- Support and encourage, but allow your child to do the thinking and the work.
- Tell us if access to technology, resources, SEND or family circumstances are making home learning difficult.

Book Talk: five easy prompts

What happened? • What makes you think that? • What does that word mean here? • What surprised you? • What does this connect with?

Need help? Children can ask their class teacher at any time or come to Tuesday Homework Club.

Our Home Learning Promise

Purposeful • manageable • inclusive • valued

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