KINGS HILL SCHOOL
PRIMARY & NURSERY

Kings Hill School
Primary and Nursery

Home Learning Policy

Date of Policy: October 2025

Date of Review: October 2027

Kings Hill School Primary and Nursery

Introduction

This guidance is to enable and support learning at home. We value all the support and guidance parents give to their children at home and we want to assist with this to ensure home learning benefits a child's overall learning and educational experience.

Children benefit from wider experiences out of school. We see home learning as an important example of cooperation between teachers and parent/carers. An aim of our teaching in school is to promote independent learners; home learning is one of the ways in which children can acquire the skill of independent learning.

Whilst homework develops children's learning and independence, quality family time, play and free time are also important. Homework should not prevent children from taking part in wider activities such as those offered by out of school clubs. Children develop their interests and skills to the full when parents/carers are able to maximise opportunities available outside school.

Aims

Through this policy we aim to:

- Ensure set work is consistent across the school and in line with age-related expectations.
- Help children take ownership of their own learning.
- Aid parents in supporting their children at home and have an understanding of how it fits in with classroom learning.
- Develop automaticity of basic skills such as times tables.
- Develop automaticity and fluency in transcription skills such as handwriting and spelling.

Fundamental Principles

The fundamental principles which underpin the home learning policy are:

- A firm understanding that learning continues beyond the school.
- That learning and understanding are deepened through repetition and practice.
- That home learning enables children to develop good work habits for their future.
- That parents and children should have opportunities to engage in learning together.
- Reading regularly should be part of a child's routine at all ages.
- Basic maths skills, such as multiplication tables and number facts should be regularly practiced.
- Spelling patterns and key words should be regularly practiced.
- An increase in challenge and expectation of home learning with age and that children should leave Year 6 able to take on the challenges and demands of homework at secondary school.
- Children should take some responsibility for their learning from an early age.

Early Years Foundation Stage

In Early Years the phonics sounds and key words that we have taught each week are sent home for the children to practice. The children have a sharing book which highlights the week's learning and a weekly literacy and numeracy challenge for the children to complete.

EYFS Expectations

Weekly Phonics/Key Words Practice	Sharing Book Contribution with a focus on English and Maths.	Daily Reading is a priority.

Basic Routines (Year 1- 6)

Basic Routines

Reading	Reading regularly aiming for 5 times a week; either being heard, read to by an adult or reading independently. KS1 - Approximately 10-15 minutes KS2 – Minimum of 10 minutes; ideally 25-30 mins All reading should be recorded in your child's Reading Journal
Maths	Multiplication Practice is developed through the use of TT Rock Stars. Years 2 - 6: 15 sessions of TT Rockstars a week is set. Weekly arithmetic homework is set in Year 1 and in Years 3 – 6. (Year 2 just have times tables)
Spelling	Weekly spellings to be practised for a weekly spelling test. Spellings might relate to tricky words, high frequency words, important spelling patterns/rules and statutory spelling lists for year groups. Year 1 – phonics sounds are sent home weekly, with opportunities for children to use these in words and sentences. Year 2 - 6 are set weekly homework with an emphasis on varied fluency. There is an option for children to further practice their spelling words as suggested in the Spelling Guide displayed in homework books. (Appendix 1) In addition, some children have access to online games on Spelling Shed.

Reading

Reading is a vital life skill and is the main priority of our home learning policy. Above all else, children must demonstrate that they are reading regularly at home. Children are encouraged to read regularly for both their own development and enjoyment. Reading at home should take place at least 5 times per week.

Children at Kings Hill School Primary and Nursery start by reading decodable 'scheme' books in Reception. However, it is important to still read and share other books at home together too. Children may also select books from our School Library to use at home.
Usually in Year 2 or Year 3, children progress from the reading 'scheme' to 'free readers'.

When they are free readers, it can sometimes be difficult to select books at the appropriate level. Staff read regularly with children and will assist in book selection if required.

Maths

Numeracy is also a life skill; it is proven that children who develop numeracy at an early age are more successful mathematically in later life. Being numerate doesn't just mean children developing their sense of number and calculations but that they are also able to apply this into problem solving and reasoning situations.
Practising maths on a regular basis is vital and so at Kings Hill School there is an expectation that children practise number bonds and/or multiplications on a weekly basis. Automaticity with number is the foundation to mastering maths.
When these basic skills are further practised at home, it helps to embed the key skills required to manipulate and apply what they know about number.

Spellings

In Years 1-6, spellings are sent home that may be a combination of tricky words, key words and/or follow spelling patterns/rules. Children are expected to practise spelling these words at home with support or independently.
Years 1-6 have weekly homework set with an emphasis on varied fluency. There is an option for children to further practise their spelling words as suggested in the Spelling Guide displayed in homework books. (Appendix 1)
In addition, some children have access to online games on Spelling Shed .

These words will be tested weekly and include dictation of sentences so that children apply the words in context.

Marking of Homework

Spelling and arithmetic homework will be marked and any misconceptions addressed with the children through response time, planning or oral feedback. Children should respond to individual marking in their homework book.
If homework is late arriving, it may not get marked until the following week.

Holiday Homework

We will not set home learning over the school holidays or send out home reading books. However, it is good practice to continue with a set routine and children may continue reading, and using TT Rock Stars.
The only exception is Year 6, where homework will be set during some holidays, in order to prepare them for secondary school and support their independent learning skills.
We do not authorise unnecessary term time absence. Because of this, extra homework will not be given to children whose families are going on a term time holiday.

Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. Any Home Learning set will adhere to these principles. Kings Hill School is committed to creating a positive climate that will enable everyone to work free from any type of intimidation and harassment and to achieve their full potential.

Some homework may be adapted to support the needs of the pupil.

Completion of Homework

Children are expected to complete their homework in a timely manner and present it to the same standard as they would at school. Homework should be completed using a blue handwriting pen or a pencil.

The class teacher should be informed if there is a reason why homework cannot be completed by the set time. We will offer support to those who are unable to complete this at home.

Children who regularly do not complete homework on time without good reason in Upper Key Stage Two, will be expected to finish this during their break-time. Parents may be contacted, and support offered to ensure homework is completed in a timely manner.

Working in Partnership with Parents and Carers

At Kings Hill School, we believe that the partnership between home and school is essential in supporting our pupils' learning journey. Parents and Carers play a crucial role in ensuring their child's home learning is completed to a high standard and on time, in alignment with the school's vision for academic excellence.

Parents and Carers are encouraged to:

- **Provide a Structured Learning Environment**: Set aside a quiet, well-lit space free from distractions where children can focus on their homework. Establish a consistent routine to help their child manage their time effectively, promoting both responsibility and independence.
- **Ensure Homework is Completed to a High Standard**: Parents should regularly check that homework is completed accurately and thoroughly, offering guidance where needed. Encouraging attention to detail and taking pride in their work will help pupils develop a strong sense of responsibility and self-discipline.
- **Support the School's Vision Through Active Engagement**: We ask parents to support the school's vision by fostering a love of learning at home. This includes engaging in regular discussions with your child about what they are studying, reinforcing the importance of their work, and celebrating their achievements.

- **Make Reading a Focus**: Reading is a cornerstone of learning at Kings Hill School. Parents and Carers are encouraged to read with their child regularly, whether it be assigned books or their own choice of reading material. Encourage discussions about stories, comprehension, and vocabulary to strengthen your child's reading skills.
- **Encourage Independence with Appropriate Support**: While fostering independence is key, we recognise that pupils may need occasional support. Parents should offer help when necessary, but also encourage their child to take ownership of their learning. Guiding children to find solutions and complete tasks on their own will help build their confidence and problem-solving skills.

Together, we can create a nurturing environment that motivates pupils to take responsibility for their own learning while knowing they have the full support of both school and home.

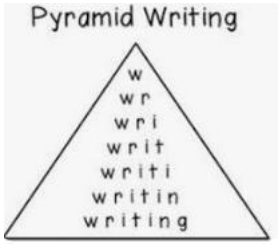
Appendix 1

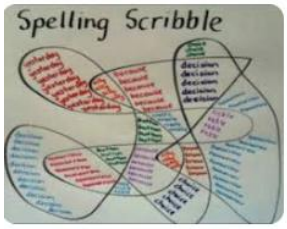
Spelling Homework – Parent Information

At school, we teach spelling lessons using the *Spelling Shed* scheme.

Each week, your child will bring home a spelling homework sheet. This sheet includes varied fluency activities designed to help them practise their spellings in different ways.

Please encourage your child to complete the sheet independently, although they may need a little help at times. It should be completed in pencil (KS1) or pencil/handwriting pen (KS2). In addition, children may also choose to write out their weekly spellings in their homework book for extra practise. They can do this in lots of different ways to help them remember.





Homework is not set on the *Spelling Shed* platform but some children (typically lower KS2) have been given access to the online games programme where they are able to practise their spellings in an alternative way.

Spelling is set every Friday and tested the following Friday. The children will write their test results in their book, so that they can share this with you.

How else can you help at home?

Here are a few simple ways you can support your child with their weekly spellings:

- Encourage regular practice. Short, frequent sessions are more effective than cramming the night before. Just 5 - 10 minutes a day can make a big difference.
- Use the Spelling Shed games. These are designed to reinforce the spelling rules taught in class and make practice fun.
- Practise aloud. Ask your child to say the words out loud and spell them for you.
- Use the words in sentences. This helps children understand the meaning of each word and how to use it in context.
- Try 'look, cover, write, check'. This simple method helps children remember spelling patterns.
- Make it fun. Use magnetic letters, whiteboards, or write in different colours or styles to keep practice interesting.
- Praise effort not just results. Encouragement helps build confidence and motivation.

Understanding the Difference Between Phonemes and Syllables

Helping your child with reading and spelling at home is much easier when you understand some of the key terms used in phonics teaching. Two words you'll hear often are **phonemes** and **syllables**. Both are about sounds in words, but they mean very different things.

What is a Phoneme?

- A **phoneme** is the *smallest unit of sound* in a word.
- When children learn phonics, they are learning to *hear, identify* and *write* these sounds.
- Words are made up of a sequence of phonemes — blending them together helps children read and segmenting them helps with spelling.

Examples:

- The word **cat** has **3 phonemes**: /c/ – /a/ – /t/
- The word **ship** has **3 phonemes**: /sh/ – /i/ – /p/
- The word **rain** has **3 phonemes**: /r/ – /ai/ – /n/

(Notice that some phonemes, like /sh/ or /ai/, are made up of two letters – these are called digraphs.)

What is a Syllable?

- A **syllable** is a *beat* or *chunk* of a word - every syllable has a vowel sound in it.
- Clapping the syllables in a word can help children hear how words are built and broken down.

Examples:

- Cat has 1 syllable (cat)
- Rabbit has 2 syllables (rab-bit)
- Elephant has 3 syllables (el-e-phant)

We teach children to clap the syllables, better enabling them to hear the chunks of words.

Why syllables matter:
Recognising syllables helps children with spelling longer words and improves fluency in reading. Breaking long words into syllables makes them easier to read and write.