



Saint Michael Catholic Primary School & Nursery

Home Learning Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

Updated: September 2026

Date for review: September 2027

Rationale

We believe home learning consolidates and reinforces skills and understanding in English, Maths, Religious Education and other curriculum areas. It helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school. It is our mission, as a Catholic school, to support parents as the primary educators of their children. Setting home learning enables us to do this. We believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement. We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

Home Learning Structure

In Years 1-6, every child will receive weekly homework for:

- Religious Education (RE Home Learning book)
- Phonics/Spelling
- Maths
- Reading Comprehension (CGP Workbook)

or

- Grammar, Punctuation and Spelling alternate weeks (CGP workbook)

Reception – Year 6 use CGP maths homework books which are completed weekly. Year 4 will complete their maths home learning online using Times Tables Rockstars. Additional home learning may be set on other areas of the maths curriculum where needed. Children in Years 5&6 will still have access to Times Tables Rockstars so that they can practice their times tables.

In Reception, home learning will gradually build over the year. RE homework will be given each week before phonics and maths are added as the year progresses. Reading books will usually be issued after the first half-term. RE homework is completed in a RE Homework book. In spring term, the children will be given a tricky word homework book to complete.

Spelling and Phonics Home Learning

Spelling and phonics home learning will be tailored to the needs of each year group: Reception and Year 1: Pupils will complete phonics-based home learning activities.

Year 2: Pupils will use the online Grammarsaurus game, Morphs, to develop their understanding of word structure and morphology.

Years 3 and 4: Pupils will use a morphology-based approach to complete one fluency task each week on paper.

Years 5 and 6: Pupils will complete two morphology-based fluency tasks each week on paper.

Home learning will be set on Thursday and be due the following Tuesday, giving 3 weekday evenings and the weekend to complete.

Every child is also expected to read with an adult every day and record their reading in their Reading Record.

Additional home learning may be set if needed. This may include handwriting, spelling, times tables, SATs practice tests etc.

Holiday Home learning

A Holiday Home learning Project will be set 1 week before a half-term holiday break in preparation for the forthcoming cross-curricular topic. This will allow the children at least 2 weeks to complete the project in recognition of the fact that parents may be away from home during the holiday period.

The home learning projects are designed to be open ended and a chance for the children to collaborate with parents or friends to present their learning in a creative way for their class mates eg a model, a painting, a PowerPoint presentation, a story, a poem, a quiz, an investigation, a piece of non-fiction writing, a poster etc.

Roles and Responsibilities

Role of the Governing Body	The Governing Body has: - delegated powers and responsibilities to the Curriculum Committee and to the Head teacher to oversee the development of this policy; - nominated a link governor to visit the school regularly, to liaise with the Head teacher and to report back to the Governing Body; - responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Head teacher	The Head teacher will: - promote this policy by raising its status and importance; - ensure that home learning is built into teachers planning; - provide supportive guidance for parents; - keep up to date with new developments with regard to home learning; - monitor and evaluate this policy - seek feedback on the home learning policy from parents and pupils
Role of the Teachers	Teachers must: - integrate home learning into their planning; - explain when, what and how the work is to be done so that each child clearly understands; - Ensure each piece of home learning is marked; - provide feedback in line with the Assessment and Feedback policy (stamp)
Role of	Parents/carers are asked to:

Parents/ Carers	- sign the Home-School Agreement indicating their support for home learning; - praise the value of home learning to their children; - provide a suitable space in their home where their children can concentrate on their home learning; - establish a home learning routine such as no television; - provide materials pens, pencils etc.; - go through the home learning before their child starts and discuss the completed work when finished; - ensure home learning is completed to the best of the child's ability - make the experience as pleasurable as possible; - find time to work with their child or be at hand if a problem arises; - discuss, encourage and praise their child's efforts; - contact the teacher if they are not sure of some aspect of the home learning or if their child is experiencing difficulties in completing it; - contribute to school evaluation so the school can monitor and evaluate its effectiveness
Role of Children	Children are asked to: - complete their home learning and hand it in on time; - listen carefully in class to make sure they understand what is asked of them; - contribute to pupil surveys on home learning for the school to monitor and evaluate; - highlight to the School Council any ideas they may have about home learning; - complete their home learning using appropriate writing materials; - attempt all their home learning activities; - complete home learning to the best of their ability.
Monitoring the Effectiveness of the Policy	The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.