



We are a 'light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



Home Learning Policy

Date Agreed	September 2025
Review Date	September 2026
Type of Policy	School based policy

Studies show more parental involvement leads to improved academic outcomes

When parents are involved in their children's schooling, children are shown higher academic achievement, school engagement, and motivation. School practices encouraging families to support their child's math learning at home led to higher percentages of students scoring at or above proficiency on standardised math tests.

(2005 study from researchers at the Johns Hopkins University Center on School, Family and Community Partnerships)

Research shows that parent involvement with reading activities also has a positive impact on reading achievement, language comprehension, and expressive language skills, as well as students' interest in reading and attitudes toward reading.

We also recognise it is important to ensure that we allow enough of a healthy balance of learning, physical activity, socialisation and play because we recognise this is important for children's holistic development. We know that children often have busy evenings and weekends taking part in social, sporting and other enriching events and that you as families have to balance these with academic development. Therefore we have reduced our expectations for Home Learning to what will really make a difference for your children.

In our Home Learning Policy we identify the priorities and expectations for Home Learning.

Reading

Reading is the first priority for all children as it is the strongest driver of progress. The "Million Word Gap" Study shows that children who are read to daily are exposed to around 80,000 more words per year than those who are not. Furthermore, the Oxford Language Report shows that "Besides the effect on academic work, low levels of vocabulary also impede pupils' wider life chances and mental health."

WHY CAN'T I SKIP MY READING AT HOME TONIGHT?

Pupil A

Reads 20 minutes each day
3600 minutes in a school year
1,800,000 words

90th Percentile



Pupil B

Reads 5 minutes each day
900 minutes in a school year
282,000 words

50th Percentile



Pupil C

Reads 1 minute each day
180 minutes in a school year

10th Percentile



By the end of Year Pupil A will have read the equivalent of 60 whole school days. Pupil B will have read only 12 school days.
Which pupil would you expect to have a better vocabulary?
Which pupil would you expect to be more successful in school?
...and in life?

Reading to child in an interactive style raises his or her IQ by over 6 Points

Daily reading to children puts them almost 1 YEAR ahead of those who are not being read to



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Therefore, our expectation is that all children read to, and are read to by, an adult every day. Reading with an adult should be recorded in the Reading Record. Reading books and Reading Records should be brought into school daily in their reading folder.

"For the majority of young people, enthusiastic and habitual reading is the single most predictive personal habit for the ability to achieve desirable life outcomes."
After School Literacy Brief

"Children who read **3,000 words** per day will be in the **top 2%** of standardised tests."
"Children who read **20 words** per day will be in the **bottom 2%** of standardised tests."

IT ADDS UP!

If you read just **15 minutes a day**, in one year you will have read over **1,000,000 words!**

If an adult has not read with your child daily, your child's class teacher will speak to you about how we can support you with this. If we notice that a child is disadvantaged by not having the opportunity to read with an adult at home, parents will be notified. If this continues, the school will take steps to ensure that they do not fall further behind.

Phonics, Spellings and Times Tables

Beyond daily reading, we expect that children will regularly engage in the following activities to support their progress in a "little and often" approach. 5-10 minutes a day is more effective than an hour a week.

Reception and Year 1	Practising the sounds that have been learnt in school that week plus tricky words/spellings
Years 2, 3, 4, 5 and 6	Practising their spellings, which are sent home weekly/termly
Years 2, 3 and 4	Practising their times tables

Times tables to learn by year group:

Year 2 2x, 5x, 10x

Year 3 3x, 4x, 8x

Year 4 6x, 7x, 9x, 11x, 12x

Online Platforms

We subscribe to online platforms to enhance the children's learning and development. Home Learning on digital platforms is shown to promote double the progress of written home learning activities. Digital platforms are adaptive and enable the children to work at the correct level. Parents should ensure their child has regular access in line with their preferences for their child's screen time.

Numbots (Reception and Year 1)

This platform provides practice and consolidation of number facts.

Times Table Rock Stars (Year 2+)

This platform provides practice and consolidation of times tables facts.



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Lexia (Year 2 +)

This platform provides word reading, comprehension and grammar activities which are tailored to your child's level.

Century Tech (Year 2+)

This platform provides Maths, English and Science activities which are tailored to your child's level. This will be gradually introduced in Term 2.

Wider Curriculum Projects

To celebrate and consolidate what they have learnt in class, children are invited to complete optional termly projects. Possible activity/ies will be shared by the class teacher. Children can complete as many as they wish and can complete them independently or in collaboration with family members.