Home Learning Policy

The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Infant and Junior Schools

Review Cycle: Annually

Last Reviewed: October 2026

Responsible for Review: FLT

Next Review Date: October 2027

Home Learning Policy

Evidence from the Education Endowment Foundation (EEF) suggests that homework can have some positive impact on learning and that the quality of the task is more important than the quantity of work required from the pupil – with some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. Evidence also finds that homework is most effective when it relates to, and supports, the learning during normal school time.

Evidence from the National Literacy Trust suggests that everyday interactions, such as chatting, sharing books, playing and exploring the world at home form the foundation of early communication, confidence, social development and wellbeing. An effective home learning environment gives children the best start in life.

With this in mind, and linking to our School Development Plan, the home learning for each year group will be set as follow:

	Subject	How set and frequency	How monitored
Reception	Phonics and reading	Links to RWI virtual classroom with phonics videos QR code in reading records. 3 x 20-minute weekly reading of words/ditties/books.	Reading records should be signed and dated by an adult for each read. Teachers will monitor reading records weekly on **Wednesdays.**
	Maths	In EYFS, no formal maths homework is set; however, early mathematical development can be supported through everyday activities such as counting, subitising, sorting, talking about numbers and exploring maths through play and real-life experiences.	
	Enquiry to support GLD	Half termly outline of theme of learning and activities/discussion which would support learning in the classroom on Google Classroom.	Discussion in class learning/sharing of work brought in from home.
Year 1/2	Phonics, spelling and reading	Tricky words or common exception words to learn at home – linked to writing in class. 3 x 20-minute weekly reading. This can include RWI books, book bag books or library books. For some of this time, an adult may read aloud to the child and discuss what has been read.	Reading records should be signed and dated by an adult for each read. Teachers will monitor reading records weekly on **Wednesdays.**
	Maths	3 x 5-minute weekly maths practice of key facts on *Teach Your Monster to Read: Number Skills*. Login details in Reading Records. Games linked to individual progress each week.	Teachers will monitor progress through *Teach Your Monster* statistics.
Year 3/4	Spelling	A weekly outline of the rule that is being taught and word list, with a suggestion for a game or task to support practice will be sent home in reading folders at the start of each week.	Teachers will monitor spelling progress through lessons, writing activities and weekly spelling assessments on a Friday.
	Reading	3 x 20-minute weekly reading of Oxford Level and library read at home books. Additionally, some students may be sent home with RWI books.	Reading records should be signed and dated by an adult for each read. Teachers will monitor reading records **regularly**.
	Maths	On TTRS, Garage (Y3/4) and Soundcheck (Y4 only) games will be set by the teacher in addition to other games.	Teachers will monitor progress through TTRS statistics and pace of fact retrieval in maths lessons.

Year 5/6	Spelling	A weekly outline of the rule that is being taught and word list, with a task to support practice will be sent home in reading folders.	Teachers will monitor spelling progress through lessons, writing activities and weekly spelling assessments.
	Reading	3 x 20-minute weekly reading of Oxford Level and library read at home books. Additionally, some students may be sent home with RWI books.	Students should complete their reading journal to show they have read. Teachers will monitor reading records **regularly**.
	Maths	3 x 5-minute weekly TTRS fluency practice. Garage and Soundcheck games will be set by the teacher in addition to other games.	Teachers will monitor progress through TTRS statistics and pace of fact retrieval in maths lessons.

Whole school half-termly home learning projects:

In addition to the specific year group activities listed above, the school will launch a cross-curricular home learning project at the start of every half term.

These projects are optional and will allow for families to investigate ideas along a theme or topic and complete linked activities if desired.

Should the child wish to submit the project to their class teacher by the stated submission date, they will be given the chance to present their learning to the class.

Supporting home learning

- Details about home learning will be shared with parents/carers at the beginning of the school year as part of the termly newsletter. A reminder will be added to each subsequent newsletter.
- Where a child is not completing learning at home, the teacher will discuss this with the parent/carer and consider how best to support.
- Where there is a barrier to home learning, a reading/TTRS club may be offered to support these activities. These will take place during break times in the school day.
- Adults can support home learning by showing an interest in what their child is learning.
- Adults can support home learning by agreeing a routine for these activities (e.g. a regular time for home learning activities or a designated space for the child to complete their work).
- Children may need a snack or drink before starting home learning activities, especially after a day at school.
- Adults who demonstrate in their daily life that they are readers, can inspire children to read.

Incentives

Incentives may be offered to celebrate the completion of homework. Possible incentives include (but are not limited to):

- House points
- The reading cup is presented to the class with the highest reading percentage each week.
- Students win a raffle ticket for every 3 reads they complete each week. A raffle ticket is drawn by the teacher each week. This gives a child the chance to break the code on the class locked box and win the mystery prize.
- Milo the Monster is presented to the KS1 class with the highest Teach Your Monster percentage each week.
- Tiny the Turtle is presented to the KS2 class with the highest TTRS points each week.
- In some year groups, TTRS certificates are presented to students as they progress through the rock stages and turn their fluency grids green.