



## **HOLY TRINITY C of E PRIMARY SCHOOL**

**Benner Lane, West End, Woking, Surrey, GU24 9JQ**

**Head Teacher: Mrs Liz Ambrose**

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### **HOME LEARNING POLICY**

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Policy Type:	Non-Statutory
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Approved by:	
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LAB Accepted:	
Next Review:	June 2027
Summary of changes:	Updated timings More concise Emphasis on consolidating learning

## Holy Trinity School Home Learning Policy

At Holy Trinity, we believe that home learning is more than just completing tasks—it's an opportunity for children to take ownership of their learning, practise key skills, and strengthen the connection between school and home.

### **Purpose of Home Learning**

Home learning is designed to:

1. Ensure a consistent approach across the school.
2. Support progression towards independence and personal responsibility.
3. Provide clarity for parents/carers about expectations.
4. Reinforce, consolidate, and extend learning that has already taken place in school.
5. Encourage positive partnerships between pupils, parents, and teachers.
6. Prepare children for the next stage of their education through a structured, progressive approach.

### **Our Approach**

- **Home learning is not about introducing new content.**

It is carefully planned to **consolidate knowledge**, reinforce skills, and provide opportunities for children to apply what they've learned in class in a different context.

- **Education is a shared journey** between home and school. Home learning supports this by encouraging children to revisit and practise what they've learned, helping to embed knowledge more deeply.
- **Parental support is key.**

Parents are encouraged to:

- Provide a calm, focused space for learning.
- Work alongside their child when needed, especially in younger years.
- Show interest and value the importance of home learning.
- Encourage children to ask their teacher for help if they are unsure.

### **Communication & Support**

- Parents will be informed about home learning expectations through Year Group Information Booklets and start-of-year meetings.
- Teachers are always happy to discuss any concerns or questions.
- Seesaw is the *main* platform for sharing home learning.

### **Structure & Balance**

- Home learning is chosen to reinforce classroom learning, be achievable independently, and offer challenge where appropriate.
- Tasks are set in a variety of formats, including Seesaw, paper-based activities, and practical tasks.
- We aim to strike a healthy balance—home learning should be manageable, meaningful, and help children develop good habits for independent learning.
- As children move into Upper Key Stage 2, we expect them to take greater responsibility for completing tasks independently.

### **Home Learning Progression**

#### **1. Time Commitment**

- **Reception & Year 1:** Short, manageable tasks (5–15 minutes), focused on foundational skills like reading, phonics, and basic maths.
- **Years 2–4:** Gradual increase in time (15–30 minutes per task), with the introduction of structured weekly tasks in maths, topic, and spelling.
- **Years 5–6:** More sustained effort expected (30 minutes per task, 4 days a week), with a strong emphasis on planning, independence, and preparation for secondary school.

#### **2. Skill Development**

- **Early Years:** Focus on phonics, reading fluency, and letter formation.
- **KS1:** Introduction of structured spelling and maths tasks, with increasing expectations for written output (e.g. spelling sentences).
- **Lower KS2:** Emphasis on times tables, topic learning, and independent reading.

- **Upper KS2:** Consolidation of all core skills, with added responsibility for time management and self-directed learning.

### 3. Independence

- **Reception to Year 2:** Tasks are designed to be completed with adult support.
- **Years 3–4:** Children begin to work more independently, though still with guidance.
- **Years 5–6:** Clear expectation that children manage their own schedules and complete tasks independently, preparing them for secondary school.

#### Home Learning will be set as follows:

<p><u>Reception</u></p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Regular reading with parents is vital and forms the foundation for all learning. We recommend <b>5–10 minutes per day</b>, at least <b>3 times per week</b>.</li> <li>• <b>Word Reading:</b> Focus on practising <b>harder-to-read and spell words</b>. These are key to building confidence and fluency</li> </ul> <p><b>Spring &amp; Summer Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Continue with regular reading—<b>5–10 minutes per day</b>, at least <b>3 times per week</b>.</li> <li>• <b>Word Reading &amp; Spelling:</b> Keep practising <b>harder-to-read and spell words</b> to support vocabulary and writing.</li> <li>• <b>Phonics Activities:</b> Complete a <b>phonics-based activity 4 times per week</b>. These should take no longer than <b>5–10 minutes</b>. Parents are encouraged to sit with their child during these sessions to support: <ul style="list-style-type: none"> <li>• Letter formation</li> <li>• Application of phonics knowledge</li> <li>• Consolidation of learning in a fun and engaging way</li> </ul> </li> </ul>
<p><u>Year 1</u></p>	<p><b>Daily Reading &amp; Spelling/Phonics Practice</b></p> <ul style="list-style-type: none"> <li>• 10–15 minutes per day</li> <li>• Includes reading and practising weekly spelling words</li> <li>• Children should write at least one sentence each week using one or more of their spelling words to reinforce understanding and usage</li> </ul> <p><b>Activity (Maths or Topic)</b></p> <ul style="list-style-type: none"> <li>• One activity per week to practise and reinforce skills or concepts taught in school.</li> <li>• This should take around <b>10–15 minutes</b> and can be completed with adult guidance.</li> </ul>
<p><u>Year 2</u></p>	<p><b>Daily Reading &amp; Spelling Practice</b></p> <ul style="list-style-type: none"> <li>• 15–20 minutes per day</li> <li>• Includes reading and practising weekly spelling words</li> <li>• Children should write at least one sentence each week using one or more of their spelling words to reinforce understanding and usage</li> </ul> <p><b>Activity (Maths or Topic)</b></p> <ul style="list-style-type: none"> <li>• One activity per week to practise and reinforce skills or concepts taught in school.</li> <li>• This should take around <b>20 minutes</b> and can be completed with adult guidance.</li> </ul>
<p><u>Year 3</u></p>	<p><b>Daily Reading, Spelling &amp; Times Tables Practice</b></p> <ul style="list-style-type: none"> <li>• Aim for 20 minutes per day</li> <li>• This should include reading, practising weekly spelling words, and times tables revision</li> </ul> <p><b>Weekly Maths Task</b></p> <ul style="list-style-type: none"> <li>• One set maths task per week</li> <li>• Approximately 20-30 minutes</li> </ul> <p><b>Weekly Topic Learning</b></p> <ul style="list-style-type: none"> <li>• One activity per week linked to the current topic</li> <li>• Should take approximately 30 minutes</li> </ul>

<p><b><u>Year 4</u></b></p>	<p><b>Daily Reading, Spelling &amp; Times Tables Practice</b></p> <ul style="list-style-type: none"> <li>• Aim for 20–30 minutes per day</li> <li>• This should include reading with an adult, practising weekly spelling words, and revising times tables</li> </ul> <p><b>Weekly Maths Task</b></p> <ul style="list-style-type: none"> <li>• One set maths task to reinforce classroom learning or Times Table Practise</li> <li>• Approximately 20-30 minutes</li> </ul> <p><b>Weekly Topic Learning</b></p> <ul style="list-style-type: none"> <li>• One activity linked to the current topic</li> <li>• Approximately 20-30 minutes per week</li> </ul>
<p><b><u>Year 5</u></b></p>	<p><b>English/Topic Activity</b></p> <ul style="list-style-type: none"> <li>• One task per week</li> <li>• Should take approximately 30 minutes</li> </ul> <p><b>Spelling Practice</b></p> <ul style="list-style-type: none"> <li>• Spellings should be practised throughout the week</li> <li>• Children should also complete spelling sentences each week (around 30 minutes total)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Daily reading is encouraged - a minimum of 3 signed reads per week should be recorded</li> </ul> <p><b>Maths Activity</b></p> <ul style="list-style-type: none"> <li>• One task per week</li> <li>• Approximately 30 minutes</li> </ul>
<p><b><u>Year 6</u></b></p>	<p>We aim to provide a balanced and engaging weekly schedule that continues to prioritise English and maths, while also covering a broad range of curriculum areas.</p> <p><b>Developing Independence</b></p> <p>Children are encouraged to take responsibility for planning their week to ensure all tasks are completed. This is an essential skill that will support their transition to secondary school.</p> <p><b>Weekly Expectations:</b></p> <ul style="list-style-type: none"> <li>• <b>Home Learning Tasks:</b> The equivalent of <b>30 minutes per day, 3 days per week</b>, covering a range of subjects. <ul style="list-style-type: none"> <li>• <b>Topic / English</b> (which may be grammar or comprehension)</li> <li>• <b>Maths task</b> which reinforces key skills and additional Times Table Rockstars practise</li> </ul> </li> </ul> <p>In addition to the above, children should complete:</p> <ul style="list-style-type: none"> <li>• <b>Reading 3 times a week</b> (including reading aloud to an adult at least once a week) answering comprehension style questions</li> <li>• <b>Spelling research</b></li> </ul>