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INFANT SCHOOL
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Hove Learning Federation

HOME LEARNING POLICY

Amended: Autumn 2025
Adopted by the Governing body: Autumn 2025
To be reviewed: Autumn 2026

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



Home Learning Policy

At Hove Learning Federation, our vision is that children will develop a lifelong love of learning. Our aim is that the children are creative and inventive, both in and out of school. It is vital that there is a strong, triangulation between parents, school and pupils in this process. Working in partnership with families and carers we aim to foster children's desire to explore, stimulate their curiosity and provide them with the tools necessary to make them independent learners, excited by the world they live in.

We define home learning as any learning which takes place outside of school carried out either independently by the children or with the support of their family members and which reinforces, extends or enriches current learning.

Home learning provides opportunities for parents to be involved in their child's learning and enables children to practice and consolidate their learning. Learning activities taken at home can broaden the context of learning.

The purpose of home learning is to

- consolidate and reinforce learning
- extend school learning, including
- exploit resources and opportunities available at home
- encourage children as they learn to use a range of resources including weighing objects or measuring
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- develop an effective partnership between the school and parents and other carers involving them actively in their children's learning

In the Infants home learning will often be varied and of a practical nature. Short activities – simple games, learning spellings and number facts and reading together – provide the opportunity for young children to talk about what they are learning to an interested adult, and

to practice key skills in a supportive environment. It is the involvement of parents and carers in joint activities which is most valuable in promoting children's learning. Once in the Juniors home learning tasks become more structured but teachers still make sure they are accessible and enjoyable.

Information about topics covered in class is sent to parents at the beginning of each term and is available on our website. Home learning is issued weekly for Year 1 and 2 and fortnightly from Year 3 onwards. Reception children are encouraged to read regularly at home from after their first October half term onwards.

We value the experiences children have outside of school and actively encourage the parents/carers of Reception children to share children's learning through the Portal Interactive Diary. Throughout Year One and Year Two, we design home learning tasks to continue to encourage children to share activities and experiences completed outside of school with their teachers and peers.

Once at the Juniors, children will be invited to select an activity from a selection of topic linked 'Take Home Topic Tasks' each term, along with fortnightly skills-based English and math's tasks.

From Year 1 onwards we will provide an exercise book for infant children to complete their home learning in and junior children to use to make notes or complete calculations related to the home learning. In Year 1 and 2 these books are brought into school each time the work has been completed, so that teachers can see what the children have achieved.

At the Juniors these books do not need to be returned to school if home learning is submitted via the Google Classroom. If any further resources are needed to support the home learning, please speak to your pupil's class teacher.

The role of the school

The school has a responsibility to set home learning tasks which are interesting, at the right level and linked to the current learning in class.

Class teachers will ensure that home learning is properly planned and organised so that:

- children are not expected to do too much
- the tasks that they are set are realistic, within the time available
- the tasks are clearly related to the work children are doing in the school

- children are given feedback on their home learning and work is acknowledged and praised

At Hove Learning Federation, we recognise that not all of our pupils have access to resources and equipment to help them complete their home learning tasks. In order to overcome this, small packs of year group specific resources are given to parents and carers.

Reception Year

For children in Reception classes, home learning focuses on learning to read. We have an established Home-School Reading Programme that is a key priority for our youngest learners.

When we begin learning phonic sounds in the Autumn 2 term (after the October holiday), children take books home once a week that have been read in school twice. The books are phase banded according to different reading levels and are matched to the child's current reading attainment. Each phase band has its own set of targets. These targets are stuck into children's Learning Diaries each time the children move phase. This gives parents and carers prompts and cues when reading with their child.

When parents and carers have read with their child, they can record this in the Reading Diary. There are tips for how to fill this out inside the front cover of the book. It is recommended that 10 to 20 minutes daily be spent reading.

Parents reading stories to children or children reading out signs or notices on the way to and from school also counts as reading home learning. In addition to bringing home phase banded books, children will be given high frequency words to learn to read and spell. These are called 'busy bees' and are sent home each week for children to memorise.

Ideas for games and fun ways to memorise these are sent out in the Learning Diary in Autumn 2. From Spring 1 children will also have high frequency word, picture cards stuck in their Reading Diaries.

Year One and Year Two:

Children in KS1 are set differentiated weekly home learning based on their current learning in class.

In Year 1 and Year 2, we continue the reading journey that started in Reception. We use Reading Diaries and send home phase-banded reading books that are matched to the child's current reading attainment. We also provide a weekly home learning sheet with a range of challenges.

The Year 1 home learning sheet, which starts being sent home in the second half of Autumn term, includes a weekly phonics-based writing task, a spelling activity and a math's challenge.

In Year 2, the weekly home learning sheet has a Grammar, Punctuation & Spelling (GPS), writing and math's task to complete.

All home learning sheets are uploaded onto our online learning platform. Children can complete the activities on their home learning sheet, in their home learning book or on our home learning platform.

All home learning that is handed in on time will be marked ready for the following week.

Year Three to Year Six

Home learning will be set fortnightly via Google Drive and will be printed into paper copies for children who do not have access to a remote device to complete their learning online.

- Home learning will be set fortnightly
- Skills based English and math's tasks will be included each time and will link to the learning in class
- Home learning will contain spelling tasks each time
- Learning and tasks will be scaffolded similarly to lessons in school
- Web links to supporting resources may be included
- Various levels of challenge will be included to stretch and support children where appropriate
- Additional extended writing and creative tasks will be part of the 'take home topic tasks' sent out termly
- Home learning may be self-assessed by the children, with the answers provided on the learning platform at an agreed time for each year group.
- Home learning may be reviewed in class, when the teachers will go over key learning points and explore any misconceptions
- Sometimes teachers will mark the home learning and leave individual comments on the learning platforms depending on the task that has been set
- Occasionally home learning will include additional topic, science or creative tasks for the children to complete
- Teachers may also include mindfulness tasks where appropriate

Completion of home learning is not compulsory but positively promoted. Completing some tasks may depend on adult support and guidance.

Special Educational Needs and Equalities

Home learning activities are designed to be accessible for all learners and cater for different learning styles. Activities are planned to meet children's individual needs, including any special educational needs, with differentiated activities offered where necessary. If work needs to be individualised further, class teachers will discuss this with parents so that all children are able to achieve.

Hove Learning Federation is committed to promoting disability equality and equality of opportunity for pupils with learning difficulties. When setting home learning, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled children. This would include planning home learning that:

- builds on children's interests
- would be enjoyed by both boys and girls
- avoids stereotyping and is free from discrimination
- enables the fullest participation of pupils with disabilities or particular medical needs by providing appropriate aids or adaptations
- is attainable but challenging

Time allocation for home learning

The precise amount of time spent on home learning is less important than the quality of the time parents and children spend working together. The following times are a suggestion of the approximate time to spend on home learning:

- YR – up to 1 hour per week
- Y1 – up to 1 hour 15 minutes per week
- Y2 – up to 1 hour 30 minutes per week
- Y3 to 4 - up to 1 Hour 45 minutes per week
- Y5 to 6 – up to 2 hours per week

The Role of Parents and Carers in Supporting Pupils

We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example, by:

- encouraging and supporting them
- playing games with them, practicing counting and number work, listening to children read
- providing somewhere quiet for children to study away from distractions
- providing opportunities for real life experience; talking, shopping, using money, telling the time, cooking, letter writing, etc
- making it clear to pupils that they value home learning, and supporting the school in explaining how it can help their learning
- praising children for their efforts and achievements

If parents have any questions about home learning, we encourage them to get in touch with the class teacher.

Advice on home learning is given to parents through leaflets, meetings, displays of work, our online learning platform and through teacher comments in home-school diaries or on Google Drive. Written guidance is provided for parents on listening to children read and all parents are invited to attend talks in the infants which outline the school's approach to the teaching of reading and writing. This includes advice on ways in which parents can best help their child at home. Maths talks are also available to the parents and carers of Key Stage 1 and 2 children in our Autumn Term

Arrangements for Monitoring and Evaluating this Policy

Consistency and clear progression across each year group is very important, particularly with regard to the setting, monitoring and marking of home learning. To this end, home learning assignments are recorded on Year Group planning documents.

The Senior Leadership Team check that home learning is being set through scrutiny of year group planning.

A sample of home learning books and/or Google Drive submissions is regularly collected from each class for monitoring purposes.