



# Hampton Primary Partnership

## Home Learning Policy

Version	Date	Comments
1	Sept 2026	New combined HPP policy

## 1. Introduction and Vision

*'Be the best you can be!'*

This policy outlines the unified approach to home learning for Hampton Infant School and Nursery (HISN) and Hampton Junior School (HJS). We recognise that home learning is a fundamental component of a child's education, providing a vital bridge between school and home. By ensuring a consistent and clear progression from Nursery through to Year 6, we aim to reinforce core skills and empower our pupils to become confident, independent learners.

## 2. Rationale: Why We Set Home Learning?

The schools set regular home learning tasks to achieve the following core objectives:

- **Core Skills Reinforcement:** To provide consistent opportunities for pupils to practise and refine essential skills in reading, spelling, and mathematics.
- **Raising Achievement:** To improve academic outcomes by ensuring that key concepts taught in the classroom are rehearsed and embedded.
- **Independent Learning:** To foster the habits of self-discipline, time management, and independent study required for lifelong success.
- **Home-School Partnership:** To involve parents and carers directly in their child's learning journey, creating a shared understanding of progress and curriculum expectations.
- **Preparation for Future Education:** To equip pupils with the organisational skills and academic foundations necessary for a seamless transition to subsequent stages of education, including secondary school.

## 3. Home Learning Expectations by Phase

The following information outlines the home learning expectation for each phase at HPP (Early years, Key Stage 1 and Key Stage 2).

### 3.1 Early Years Foundation Stage (Nursery & Reception)

In the Early Years, home learning focuses on developing communication, language and foundational literacy and numeracy.

- **Reading:** Children take home a book matched to their phonic ability and a 'Borrow a Book' of their choice. Families are encouraged to use the Oxford Reading Buddy online resource.
- **Phonics and Everyday Words:** Focus sounds and everyday words are shared weekly within the child's **Reading Record** for home practise.
- **Tapestry:** This platform is used to share school-based learning. Parents are encouraged to upload photos or videos of home activities to support news-sharing and oral language development in class.

### 3.2 Key Stage 1 (Years 1 & 2)

Home learning in Key Stage 1 focuses on the regular rehearsal of core skills. While these tasks should occur five times per week, the schedule is flexible to allow for family commitments over the weekend. No additional tasks will be set for the weekend.

The school will provide each child with a home school diary / book. These must be brought into school everyday and an adult should sign these to confirm home learning has been completed.

The school home learning pages (links below) have additional suggestion for extra, optional learning activities to be completed:

#### HISN Home Learning Page:

<https://sites.google.com/hpp.school/homelearning/home>

Activity	Frequency / Timing	Detail
<b>Reading</b>	5x per week (10 mins)	Children should read either their Phonic-matched book, 'Borrow a Book' or Oxford Reading Buddy. This needs to be recorded in the home school diary.
<b>Spelling</b>	5x per week (10 mins)	Linked to phonics and KS1 everyday words. Updated on a Monday and published on the year group home learning page (see link above) and in the home school diary for all reception pupils.
<b>Maths Challenges</b>		Maths challenges are available on the year group home learning pages and updated each term. These are reasoning based activities that are chosen to correspond with, and reinforce, the learning that is taking place within the classroom during that half term.
<b>Handwriting</b>	Half-termly	Letterjoin activities updated by the class teacher every half term. Found on the home learning site.

### 3.3 Key Stage 2 (Years 3 to 6)

In Key Stage 2, expectations increase to foster greater independence. In Year 6, additional tasks may be set periodically to specifically support the transition to secondary school. Compulsory homework is set every Monday and must be completed or returned by the following Monday.

Year Group	Activity	Frequency	Time Allocation
Year 3 and Year 4	<b>Reading:</b> reading scheme book (priority) and library books.	5x per week	10 mins per task
	<b>Spelling:</b> 5 weekly spellings. Found on Google classroom and HJS website <a href="#">Hampton Primary Partnership - Curriculum</a>	5x per week	10 mins per task
	<b>Multiplication/Number Skills:</b> Times Table Rockstars <a href="https://play.ttrockstars.com">https://play.ttrockstars.com</a>	5x per week	10 mins per task
Year 5 and Year 6	<b>Reading:</b> reading scheme book or library book	5x per week	15 mins
	<b>Spelling:</b> 5 weekly spellings. Found on Google classroom and HJS website <a href="#">Hampton Primary Partnership - Curriculum</a>	5x per week	10 mins
	<b>Maths:</b> Review of Prior Maths Learning. This will be uploaded to Google Classroom	<b>Once per week</b>	15–20 mins

#### 4. Implementation and Routines

##### 4.1 Home School Diaries and Records

The Home School Diary (or Reading Record in EYFS) serves as the primary communication tool between home and school and must be present in school every day. These will be looked at by staff at regular intervals throughout the week.

- **HISN parents:** An adult must sign the book weekly to confirm that the home learning tasks have been completed.
- **HJS parents:** An adult must sign the diary **once a week** to confirm completion.

## **5. Roles and Responsibilities**

### **5.1 Parents and Carers**

- Be familiar with the home learning policy and its expectations.
- To value home learning and support the school by explaining how it can help learning.
- Ensure that a suitable, quiet environment and sufficient time are provided for learning.
- Complete and sign the home/school diary accurately according to the school's specific frequency.
- Support the child with their tasks without completing the work for them.
- Communicate any difficulties with the class teacher via the diary or school office.
- To encourage and praise children from completing their home learning.

### **5.2 Pupils**

- Ensure their book bag and home school diary are brought to school daily.
- Ensure they have all necessary materials to complete their home learning.
- Complete all tasks to their personal best and, at KS2, manage their time to meet the Monday deadline.

### **5.3 Teaching Staff**

- Plan and set home learning that sustains progress and consolidates classroom learning.
- Clearly communicate all tasks and expectations to the pupils.
- Track the completion of home learning and discuss progress during parent consultations and in annual reports.
- Discuss home learning arrangements during the curriculum/welcome meetings with parents in September.
- Provide guidance on specific targets and areas for development during termly parent consultation meetings.

## **6. Competitions and Additional Resources**

### **6.1 Compulsory Curricular Competitions (HJS only)**

During the academic year, the schools may run whole-school competitions that form part of the curriculum. Participation in these activities is compulsory. Examples include:

- Poetry Competitions
- Times Table Challenges

### **6.2 Optional Activities and Resources**

Non-compulsory activities (e.g., Christmas card designs, Reading, Writing and Math Challenges, or Postcard competitions) may be offered periodically. Additionally, teachers may provide recap materials on Google Classroom (HJS) or the school website. These resources are for optional consolidation; they will not be marked, and no formal feedback will be provided.

## **7. Monitoring and Procedures**

### **7.1 Incomplete Home Learning**

At HJS (Years 3–6), if home learning is not completed, pupils will be provided with an opportunity to complete the task during an extra break. This procedure is year-group dependent and will be clarified by teachers at the start of each term. Staff will discuss persistent non-completion with both the child and their parents.

### **7.2 Policy Review**

This policy is monitored annually by the Senior Leadership Team and the Governing Body. The schools value parental partnership and will consult with parents via surveys or meetings to assess the effectiveness of these arrangements.

## **Appendix 1:**

### **Information for parents:**

**Story Mode** – In this mode, the emphasis is on learning the ideas and concepts behind addition and subtraction, so it features more diagrams, shapes and question styles.

**Challenge Mode** – In this mode, the emphasis is more on speed of recall of key facts, like number bonds to 10, doubling small numbers or adding & taking away in your head.

In order to get the best out of NumBots, children should regularly play for short bursts. Five minutes per day, five times a week, is the recommended time children should be accessing this resource at home

### **Times Table Rockstars**

Times Tables Rockstars is an online game designed to help children master their times tables. Playing little and often will significantly improve a child's speed and accuracy with multiplication and division facts which are essential for tackling more complex maths in KS2 and beyond.

The children have been given a username and password which can be found on the label stuck inside their Home-School Diary.

### **Tapestry**

At the heart of our home learning approach in the Early Years is Tapestry, a secure online platform designed to build a link between school and home. We use Tapestry to share frequent observations of your child's milestones and daily discoveries in the classroom, providing you with a snapshot into their learning journey.

We believe that learning doesn't stop at the school gates, so we warmly encourage families to contribute by uploading photos or notes about home learning, personal hobbies, and family adventures. We especially love seeing updates on the time spent with our Reading Buddy Teddy! By sharing these precious moments—from weekend outings to a favorite bedtime story—you help us gain a holistic view of your child's development, allowing us to celebrate their achievements together as a collaborative community.

### **Google Classroom (HJS)**

Each child will have their own login details for Google Classroom. Google classroom is used within school but also to publish homework. The homework recorded on Google classroom varies depending on the year group however, as children progress through the school this is increasingly used in preparation for secondary school transition. Children are able to access work and also upload their own work to this platform for teachers to review.

## **Reading Scheme Books (HJS)**

### **The Reading Scheme and Collins Big Cat Library**

The Collins Big Cat reading scheme provides a structured and engaging pathway for our readers. This scheme offers an exceptional variety of texts, ranging from high-quality fiction and poetry to detailed non-fiction, ensuring children build a broad vocabulary and a love for different genres. For our developing readers, we provide phonics-focused books that are strictly matched to their current level. These fully decodable texts allow children to practice the specific sounds they have mastered in class, building confidence before moving on to more complex bands.

To support this progression, scheme books are changed every week on a set day, encouraging children to read a text multiple times to improve their expression and deeper understanding. Furthermore, to promote reading for pleasure, all children visit the school library once a week to select a book of their own choice to take home and enjoy.