Waterloo Primary School & Nursery



Home Support for Learning Policy

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| Reviewed by: | S Maciver |
| Approved by: |  |
| Due for review: | September 2026 |

**Aims**

"Teachers set homework as appropriate for the age and stage of pupils."(HMI)

We aim to provide a properly structured homework policy, which will:

* Not be to the detriment of quality family time or extra-curricular activities
* Foster a partnership in learning between home and school
* Foster an enthusiasm for learning, reading and creativity
* Support the teaching, learning and understanding of basic skills (phonics, reading, spelling, number bonds and multiplication tables
* Prepare Year 5 & 6 pupils for transition to secondary school by having increased responsibility for home learning

**Expectations for All**

All of our children deserve the best life chances, and securing basic skills massively increases their prospects not just at High school but in adulthood.

**Basic Skills Tasks**

**All children are expected to regularly practise the following (ideally nightly, but a minimum of 4 x weekly):**

* Phonics (Reception, Y1, and Y2+ if phonics screening isn’t passed)
* Reading (reading to and being read to for pleasure and to improve reading skills and understanding) **NB:10 minutes of quality time with an adult is of greater value than 30 minutes alone if trying to improve word building, fluency and comprehension.**

*‘Reading for pleasure isn’t just a hobby. It’s linked to a range of benefits including stronger writing skills, improved wellbeing and confidence, and even higher future earnings, with new data showing those proficient in reading and writing in primary school* [*earn £65,000 more over their lifetime.*](https://assets.publishing.service.gov.uk/media/6867d497fe1a249e937cbcdb/Key_Stage_2_attainment_and_lifetime_earnings_reseach_report_-_July_25.pdf)*’ Bridget Phillipson MP - July 2025 (2026 National Year of Reading release)*

* Counting forwards and backwards in given amounts (age and stage appropriate)
* Multiplication tables (age and stage appropriate)
* Number bonds (age and stage appropriate)

**Quality Family Time**

Do things that you love with those whom you love.

For ideas, please follow the link to the ‘My Activity Passport’, which has age/stage-appropriate suggestions of activities that you can do with your children to support their development and have fun!

[My Activity Passport - GOV.UK](https://assets.publishing.service.gov.uk/media/5f5126258fa8f535b4d3d97d/My_Activity_Passport_alternate_cover.pdf)

**Half-Termly Merit Quests**

At the beginning of each half term, children will be given a theme linked to their curriculum.

They **MUST** complete the quest, but can choose the level and way in which they complete it. Quests will be due for **submission on the last Friday of each half term**.

**Foundation Stage**

**Additional Tasks**

* Ensure that your child is competent with life skills: toilet trained, using cutlery to eat, developing their skills with dressing (shoes, socks, coats, zips, shoelaces etc.), brushing their teeth, washing hands and faces and in a good bedtime routine with no technology for at least an hour before bed.
* Support your child in developing strength in their fingers through playing with dough, helping with pegging or threading jobs (e.g. washing and shoe laces). These activities will support children in being able to hold a pencil.

Correct pencil grip videos

<https://www.youtube.com/watch?v=UPg9qpq6Hhg> or <https://www.youtube.com/watch?v=RclxBdiuvOM>

**KS1**

**Additional Tasks**

* The above tasks but with increased independence
* Introduction to TT Rockstars and online learning platforms

**KS2**

**Additional Tasks**

* Some of the basic skills tasks may be set on ‘Century’ as it automatically adapts and responds to your child’s needs and abilities so will set appropriate challenges to maintain engagement but ensure that your child doesn’t become disheartened.
* Recall of multiplication facts at speed using TT Rockstars in readiness for the mandatory multiplication check (Y4) and Y6 SATs
* In Y6, children will be given SAT-style questions to build confidence and skill prior to formal tests.

Whilst homework is seen as a shared responsibility between parent and child, with the younger children in the school, who will require greater encouragement and support, in order to complete homework, **by Year 5, it is considered to be the child’s responsibility**.

Children who haven’t completed their basic skills tasks with sufficient frequency each week or who require additional support will attend keep-up sessions during non-curriculum time so that the school plays its part in ensuring each child’s best life chances.

**Parents are asked to sign and date their child’s basic skills log to confirm frequency of completion, and also to sign their reading record**

**Where a child has identified additional needs, homework will be set according to what is appropriate for their stage of academic or emotional development.**

**Autism Units**

Parents are encouraged to read to or with their children, depending on ability and willingness to engage.

We acknowledge that for many children with Autism, sending work home can cause anxiety and trigger behaviour.

We therefore liaise closely with each family to ensure that any tasks/activities set are relevant & appropriate (usually linked to personal plans) and the development of life skills e.g. to successfully follow their bedtime or bath time routine, to manage self-care tasks with more independence, or to interact and communicate with family members.

**Summary**

We have reduced the academic expectations on families in this revision of the Home Support for Learning policy, as if you support the school by regularly practising these basic skills with your children, then we are better able to support them with the rest of the curriculum demands.