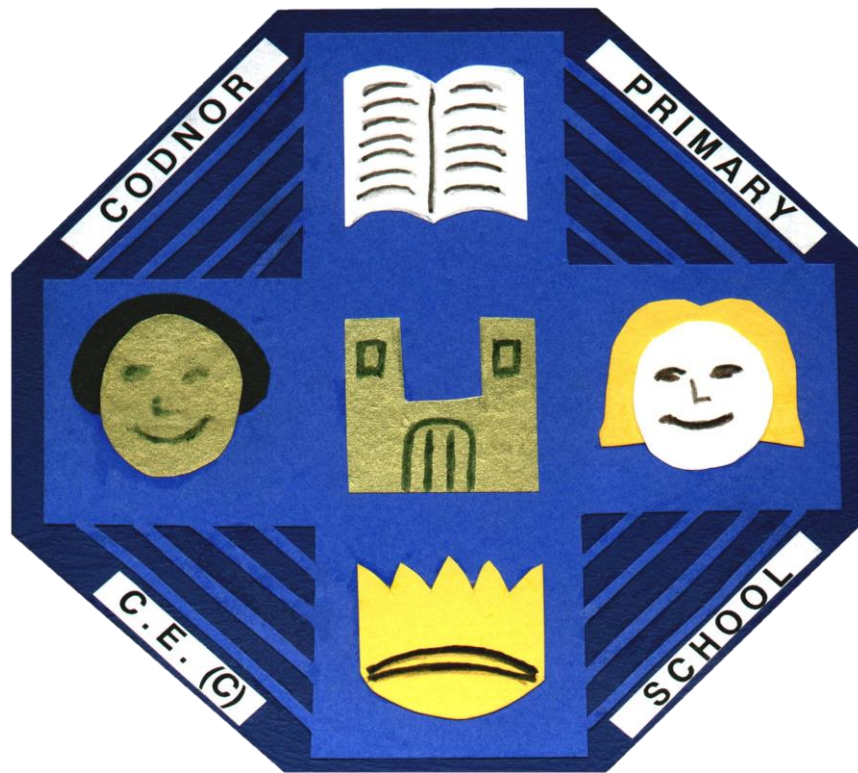


Codnor Community Primary School



Home Learning Policy

Becky Hibbitt & Becky Wilson October 2025

Home Learning Policy

Our ethos at Codnor Primary School is 'Let Your Light Shine' *Matthew 5:16* and it is our intention to provide everybody in our school community an opportunity to shine in many different ways. We pride ourselves in nurturing the relationship between school and home to help our pupils achieve their full potential and as part of this, we have developed a consistent approach to home learning.

We value the importance of home learning, not only in assisting and consolidating pupils' learning and progress but in promoting a partnership with parents and carers. Our curriculum design prides itself on the development of the whole child through the combination of our three areas of importance: The National Curriculum, The Wider World and Enrichment. Our approach to home learning reflects our broad curriculum and provides our pupils with opportunities to deepen their knowledge of chosen National Curriculum objectives, alongside opportunities to nurture the child as a whole, in particular their enrichment, alongside their social, moral, spiritual and cultural development.

This Home Learning Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the governing body.

The purpose of home learning:

- ✓ To consolidate and extend skills covered in class in all areas of the curriculum;
- ✓ Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging;
- ✓ Respect the beliefs of others and celebrate cultural diversity;
- ✓ Encourage spiritual and moral values;
- ✓ Encourage positive learning habits at home;
- ✓ Encourage pupils to organise their time effectively and develop a sense of responsibility and ownership towards learning;
- ✓ Develop a level of independence, increasing as pupils move through the school;

- ✓ Encourage communication between home and school, helping to create a partnership;
- ✓ Support pupils in their transition to Secondary School;
- ✓ Encourage a love for learning and education which continues outside of the classroom!

Home learning:

Home learning is any work, activity or experiences which children are asked to do outside of school time, either on their own or with their parents or carers. Home learning is an essential part of a good education to reinforce learning which has taken place in school and to develop the skills and attitudes of independent study in readiness for lifelong learning.

Reading:

Reading is an important part of our curriculum at Codnor Primary School:

'It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.' Timothy Rasinski, 2022

Key Stage 1:

In KS1, all pupils have a reading book which is closely matched to their phonics and reading needs. The expectation is that **all** children read a minimum of **3 times per week, for 5 minutes**. Each class has an ongoing weekly log which documents the number of times each pupil has read and a reading record which is filled in by the adult. This is monitored closely by the class teacher and the SLT.

Key Stage 2:

In KS2, all pupils have a reading book which is either matched to the stage they are reading at, or is personal choice due to the child being a 'free reader.' The expectation is that **all** children read a minimum of **3 times per week**. The pupils in KS2 have reading records which is filled in showing the number of reads per week. Reading records are monitored closely by the class teacher and the SLT on a weekly basis.

Spelling:

Key Stage 1:

Children in KS1 have weekly spellings lists which link directly to the phonics phase being taught within school. The number of spellings will vary each week depending on the phonics phase taught. Spelling lists are given out at the start of each half term and **ongoing practice is expected at home**, alongside opportunities to practise at school. Spelling tests are completed every Friday. Spelling score logs are kept by class teachers to monitor children's scores and to aid the assessments completed by teaching staff. Extra opportunities are given to those children who find their spellings challenging.

Key Stage 2:

Children in KS2 have weekly spelling lists which either link directly to the phonics phase being taught **or** to the spelling rule which is being taught through English lessons. The number of spellings varies between classes:

Year 3 and 4	10 spellings per week
Year 5 and 6	14 spellings per week: 10 from the weekly rule and 4 from the Y5/6 statutory spelling list

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Bucket List:

Children have a bucket list linked to their topic, which is sent home at the start of every half term. There are activities designed from many different areas of our personalised curriculum: core subjects, such as English and Maths, alongside activities which nurture the wider development of the child including enrichment opportunities.

Key Stage 1:

The expectation is that **children complete six of the activities** over the half term, with activities being chosen from different curriculum areas. The children will evidence the work from their bucket list in a homework book which can be bought into school and celebrated in the last week of term.

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Key Stage 2:

The expectation is that **children complete activities** over the half term, with activities being chosen from different curriculum areas. **The expectation of number of activities differs depending on the year group:**

Year 3:	Minimum of 1 per week
Year 4:	
Year 5:	Minimum of 2 activities per week
Year 6:	

The children will evidence the work from their bucket list in a homework book which is bought in weekly to monitor. Evidence of home learning can also be submitted to the class teacher using the [class email address](#).

Rewards and Sanctions:

As with all areas of school life, we pride ourselves on celebrating and rewarding excellent work.

KS1:

- Reading:

- Pupils receive raffle tickets for reading a minimum of **three times a week**.
- Any children who read above the expected amount of time are placed on a weekly reading reward wheel with a chance to win a class prize.

- **Spelling:**
 - Children are rewarded with raffle tickets after their weekly spelling test based on the amount of correct spellings.
- **Bucket list:**
 - Children who complete the expected 6 activities are given a whole-group reward.
 - Any child who has not completed six activities will be given the opportunity to complete additional tasks during the whole-group reward.

KS2:

- **Reading:**
 - Pupils receive raffle tickets for reading a minimum of **three times a week**.
 - If pupils have not read a minimum of **three times a week**, children will miss a break time, where they will stay in and read their reading book.
- **Spelling:**
 - Pupils receive raffle tickets for scoring full marks in their spelling tests.
 - The pass mark is 7. If children score 7 or less, children have to prove they have spent time learning them at home. This could be by bringing in a jotter or completing sheets which show time has been spent learning them.
 - If children score 7 or less, children will need to write out the spellings they got wrong 10 times at break
- **Bucket list:**
 - Bucket lists are brought into school on a weekly basis so teachers can monitor progress and the number completed.
 - Any child who has not completed the correct number each week is to miss a break and complete pieces to catch up.

As with all areas of school life, exceptions will be made to the home learning policy for exceptional circumstances at the teacher's discretion.

Independence:

At Codnor, we value the development of independence and a lifelong love of learning through our home learning approach. The Bucket Lists are

designed and created by the school to inspire curiosity, creativity, and collaboration between families, encouraging pupils to explore learning beyond the classroom. Many activities on the Bucket Lists—such as baking, pumpkin carving, or making a cup of tea—naturally require adult support and shared family experiences, which we warmly encourage. However, the work recorded in pupils' homework books should be completed by the children themselves. We recognise that pupils in EYFS and Year 1 will need significant adult guidance to record their ideas, but from Year 2 onwards, we promote increasing levels of independence. By Key Stage 2 (Years 3 and above), all work in homework books should be independently produced by the pupil. For our SEND pupils, Bucket Lists and tasks will be appropriately adapted to ensure that activities remain accessible, meaningful, and inclusive for all learners.

Early Years:

Home learning for EYFS children is not statutory. However, we continue to encourage the children to complete home learning activities in the form of a bucket list in order to better prepare them for the expectations of KS1 and KS2. In line with KS1, 6 activities are encouraged, and evidence can be presented in the children's home learning books along with any evidence emailed to the class teacher. Children also have access to their own reading book linked directly to the phonics stage that they are being taught and reading 3 times a week for five minutes will help to improve and develop their reading, phonic and communication and language skills. Staff keep a weekly log of readers in order to help encourage and support the reading within the classroom and at home.

Responsibility:

- **Role of children:**
 - Take responsibility for their own learning.
 - Have a positive approach towards home learning.
 - Make sure they understand home learning tasks.
 - Take pride in completing their home learning.
- **Role of parents/carers:**
 - Become involved in their child's home learning and encourage their child to have a positive attitude towards it.

- Provide suitable conditions and resources for their child to complete home learning.
- Praise their child and celebrate achievements with regard to their home learning.
- Inform teachers of any successes arising from home learning [e.g. emailing the class email address with photos]
- Inform teachers of any issues that may arise with regard to accessing home learning and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning.

Role of staff:

- Ensure all home learning given is purposeful and links directly to the personalised curriculum, including opportunities to support the children's development in the areas of 'Enrichment' and 'My Place In The World'.
- Give feedback to pupils when appropriate.
- Be available for discussion if necessary to parents and pupils about home learning.
- Ensure home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Ensure there is time in their classroom to celebrate home learning.