



Home Learning Statement 2026 - 2027

Policy Name:	Home Learning Statement
Version:	2
Date published:	April 2026
Date to be reviewed by:	April 2027
Role of Reviewer:	Headteacher
Statutory (Y/N):	N
Published on website: *	3B
Policy Level: **	3
Relevant to:	Parents, Carers and Pupils
Produced in consultation with:	n/a
Approved by:	Headteacher
Approval date:	April 2026

*Publication on website			
Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints Procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.

Introduction and purpose

The objective of this Statement is to provide clarity around our approach and expectations for home learning as children progress through our school.

The main purposes of home learning are:

- to strengthen the partnership between the school and parents and carers
- to help parents and carers to understand more clearly what their children are learning in school
- to give pupils the opportunity to practise, reinforce and consolidate learning which has taken place in school
- to encourage and develop the skills and attitudes of independent learning in all our children
- to help pupils to learn to plan the use of their time, to develop confidence and independence and prepare them for the expectations of secondary school

The role of parents/carers

The support of parents and carers is crucial to the success of home learning. We expect parents and carers to support their children by:

- providing a suitably quiet place in which children can do their home learning
- making sure that children complete home learning that has been set for them on time and to the best of their ability
- encouraging children and praising them when they have completed home learning

While home learning is important, we also acknowledge the benefits of play and free time in a child's growth and development. We believe that time spent on home learning should be proportionate to age and should still allow children to take part in other out-of-school clubs and activities.

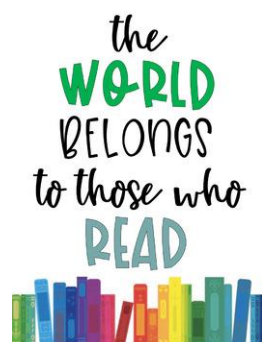
In addition to this, we appreciate that many of our parents work full time and we do not want to compromise the precious time that our families have to spend together during evenings and at weekends.

Our expectations of children engaging with home learning increase as they progress through the school. The table below explains what this looks like in each year group.

Reading

Reading plays an intrinsic part in the ability of our children to access learning across all other curriculum areas and to become truly independent learners.

We would like all our pupils to engage in some sort of reading activity at home every day, starting with our youngest children in Nursery. This could be the child reading out loud or being read to by an older sibling or adult. A bedtime story is an important part of a child's routine and is a fantastic way of immersing children in the vast array of amazing children's literature that is available.



Children from Reception onwards will bring home a reading book from school linked to their phonics sessions. They will also have access to the school library on a weekly basis to choose a book for pleasure.

We use an online recording platform called BoomReader to track and comment on any reading activities that your child does in school. Parents and carers are given log-in details for Boom Reader so that they can record reading which takes place at home.



Maths

As children progress through the school, they will be given access to different online platforms to support their learning of Maths. These include NumBots and Times Tables Rock Stars.

The table below outlines the time we expect children to spend on Maths home learning, depending on their age.

Optional STEAM Challenges

Each half term, weekly STEAM (Science, Technology, Engineering, Arts, Maths) challenges are set for children to investigate as part of their home learning.

The challenges are devised to link to our learning in school where possible. They give children the opportunity to demonstrate some of our CAPTAIN Learning Characteristics.

The weekly STEAM Challenges are optional and parents and carers can decide with their children which of the activities to complete and how to record and share this with school.

C	We are communicators	
A	We are active learners	
P	We are problem-solvers	
T	We are team-players	
A	We are achievers	
I	We are investigators	
N	We are nurturers	

HOME LEARNING OVERVIEW BY YEAR GROUP

YEAR	READING	MATHS	STEAM
Nursery	Reading as part of daily routine e.g. story at bedtime every day		
Reception	Reading 3 times a week (phonics matched book)	NumBots – 5 minutes, 4 times a week	Optional STEAM challenges up to 5 each half term
Year 1	Reading 3 times a week (phonics matched book)	NumBots – 5 minutes, 4 times a week	Optional STEAM challenges up to 5 each half term
Year 2	Reading daily (phonics matched book)	NumBots - 5 minutes, 4 times a week TT Rock Stars - 5 minutes, 4 times a week	Optional STEAM challenges up to 5 each half term
Year 3	Reading daily	NumBots TT Rock Stars - 10 minutes, 4 times a week	Optional STEAM challenges up to 5 each half term
Year 4	Reading daily	NumBots TT Rock Stars - 10 minutes, 4 times a week	Optional STEAM challenges up to 5 each half term
Year 5	Reading daily	NumBots TT Rock Stars - 15 minutes, 4 times a week	Optional STEAM challenges up to 5 each half term
Year 6	Reading daily	NumBots TT Rock Stars - 15 minutes, 4 times a week	Optional STEAM challenges up to 5 each half term

Year 6 SATs and Home Learning

In Year 6, pupils undertake the end of Key Stage 2 statutory assessments (SATs), which are used to measure attainment in reading, mathematics and grammar, punctuation and spelling against national expectations. These assessments help inform secondary school transition and provide a national benchmark of pupil outcomes.

As part of our home learning expectations, pupils may be provided with SATs-style practice materials to complete at home. This practice is intended to build familiarity, confidence and independence, and to reinforce learning from the classroom. Parents are encouraged to support pupils in completing tasks regularly, while maintaining a balanced approach to wellbeing.