



King Edward Primary School & Nursery



Home Learning Policy September 2025

Home Learning Policy

1. Policy statement

At King Edward Primary School, we believe children learn best through high quality teaching in school, strong routines, and positive home school partnership. Evidence suggests that traditional homework has a much smaller impact in primary than in secondary schools, and can widen gaps when children have different levels of support and resources at home.

Therefore, our approach prioritises:

- Reading at home (core expectation)
- Optional creative home learning (child led, topic linked)
- Meaningful family engagement that supports learning without creating stress or inequity.

2. What the research says (summary for rationale)

The EEF Teaching & Learning Toolkit reports homework has more impact in secondary and is typically less beneficial in primary, with effectiveness linked to being short, purposeful, and connected to classroom learning.

John Hattie's synthesis has widely reported that homework in primary has a very low/near zero average effect, compared with a much stronger effect in secondary.

The EEF highlights that working with parents can improve outcomes when it builds supportive routines and practical strategies (e.g., reading and talk) rather than burdensome tasks.

3. Aims

Our home learning approach aims to:

- Develop a love of reading and strengthen fluency, vocabulary and comprehension.
- Protect family time, wellbeing and children's enjoyment of learning.
- Reduce pressure and ensure equity for all families.
- Encourage curiosity and creativity through optional topic linked learning.

4. What we expect (core) – Reading at home

- Reading is the only consistent expected home learning across the school.
- Children should read at home regularly (little and often is best).
- This may include: reading to an adult, shared reading, paired reading, audiobooks, or being read to.
- Teachers will advise appropriate book choices and support children who find reading difficult.

School will:

- Provide suitable reading books/resources.
- Teach reading explicitly in school and monitor progress.
- Share simple strategies with families (e.g., questions to ask, how to support decoding/fluency).

5. Optional Creative Home Learning (topic linked)

We offer optional Creative Home Learning activities each half term (or term) that:

- Link to the class topic or current learning
- Are designed to be fun, practical, and child-led
- Can be completed with minimal resources
- Can be shown in class in a 'share and celebrate way

e.g. make a mini model, sketch, poster, photo diary, small research fact file, cooking link, museum visit reflection, local walk "spotting" challenge, family interview, etc.

This is not compulsory and our children will never be penalised for not doing it.

We want to avoid projects that mainly showcase adult input, which research warns can distort what children can do independently.

6. Consistency, feedback and marking

Reading will be acknowledged and celebrated through class systems (age appropriate).

Optional creative learning will be shared and celebrated in class.

7. Inclusion and equity

We recognise that families' time, language, confidence, and resources vary. Our approach is designed to reduce barriers by:

- Keeping expectations simple (reading)
- Making creative tasks optional and low cost
- Offering support where needed (e.g., book access, reading routines, advice)

For pupils with SEND or additional needs, reading expectations will be adapted.

8. Roles and responsibilities

Parents/carers: support regular reading routines; encourage curiosity; keep it positive.

Pupils: do their best; enjoy reading; choose optional activities if they want.

School staff: provide resources; teach reading; encourage and celebrate; ensure inclusivity.

9. Review This policy will be reviewed annually (or sooner if guidance/evidence changes).