Fellowship Home Learning Partnership

All Saints Kirkby Overblow Church of England Primary School and North Rigton Church of England Primary School

Helping every child to *grow, blossom and flourish*

Date of Publication: October 2026

Our Approach

At All Saints Kirkby Overblow and North Rigton Church of England Primary Schools, our ethos is to help every child **grow, blossom and flourish**. We want our children to develop the knowledge, skills, confidence and independence they need to succeed, both during their time with us and as they move on to the next stage of their education.

We recognise that learning does not stop at the school gates. A positive partnership between home and school plays an important role in helping children develop secure foundations for future learning.

We have therefore developed a new, consistent approach to home learning across both schools, with activities carefully chosen to reinforce classroom learning, develop essential skills and encourage positive learning habits. We have carefully studied available evidence and specific studies on the purpose and impact of homework on learning and attainment which has informed our decision making.

Our Home Learning Partnership focuses on three key areas: reading, mathematics and age-appropriate learning activities such as phonics. For our Year 6 pupils, this will also include additional resources to support preparation for their SATs assessments and the transition to secondary school.

We recognise that every family is different, and our aim is to establish manageable, purposeful routines that make a meaningful difference to children's learning, without creating unnecessary pressure.

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How will this look across the Fellowship?

Early Years Foundation Stage (EYFS)

In Early Years, children will bring home their **Blue Book Learning Challenges**. These activities will provide opportunities to practise and develop the essential skills introduced in school.

Activities could include:

- **Phonics:** practising sounds and developing early reading skills through the use of the Read, Write Inc. phonic sound books.
- **Writing:** developing early writing, mark-making and letter formation.
- **Mathematics:** exploring numbers, counting and early mathematical understanding.
- **Reading:** sharing and reading books at home.

These activities are designed to be enjoyable, practical and appropriate for young children. We encourage parents and carers to explore the challenges together, celebrating children's efforts and achievements along the way.

At this stage, learning through play, conversation, stories and everyday experiences is particularly valuable. Simple activities such as counting steps, spotting numbers, recognising sounds on signs and sharing favourite stories can make a meaningful contribution to children's development.

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Key Stage 1: Years 1 and 2

Children in Key Stage 1 will be expected to participate in the following home learning activities:

- **Frequent reading**: Children should read at home frequently (at least three times per week). Parents and carers are encouraged to listen to their children read, share books together and talk about the stories, characters and information they encounter. Evidence of reading at home should be recorded in the reading record provided by school and reading records will be checked weekly by class teachers. To ensure that families know when records need to be brought into school, collection arrangements will be shared through the termly newsletters on the class webpages. Teachers will also post reminders through Tapestry for each class.
- **Phonics practice**: Children should use their Read Write Inc. sound books to practise the sounds and phonics knowledge taught in school. Regular practice helps children become increasingly confident in recognising sounds, blending them together and applying their knowledge when reading and writing.
- **Weekly mathematics challenges**: Children should use NumBots to develop fluency, confidence and accuracy in number facts and calculations. Class teachers will check children's NumBots activity online each week to monitor engagement and support progress. Activities are tailored to each individual child's learning needs by the class teacher/s.

These activities will help children consolidate their early reading, writing and mathematical knowledge, building the foundations they need as they progress through school.

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Key Stage 2: Years 3, 4 and 5

Children in Years 3, 4 and 5 will be expected to participate in the following home learning activities:

- **Frequent reading:** Children should read at home frequently. This may include reading independently, reading aloud or sharing a book with an adult. Parents and carers are encouraged to discuss what children have read, explore unfamiliar vocabulary, ask questions and share their own enjoyment of books. Evidence of reading at home should be recorded in the reading record provided by school and reading records will be checked weekly by class teachers. Collection arrangements will be shared through the termly newsletters on the class webpages, with teachers also posting reminders through Tapestry for each class.
- **Weekly mathematics challenges**: Children should use Times Table Rock Stars to practise multiplication and division facts, developing speed, accuracy and confidence in their recall. Class teachers will check children's Times Table Rock Stars activity online each week to monitor engagement and support progress. Regular practice will help children strengthen their mathematical fluency and reading skills, enabling them to approach increasingly challenging learning with confidence. Activities will be set by the child's class teacher/s, ensuring a personalised learning schedule which reflects individual ability levels.

Year 6

In Year 6, children should complete the frequent reading and weekly maths challenges as shared above (KS2 section) but will also be provided with CGP revision books and study resources, supplied by school, to support their preparation for the end of Key Stage 2 SATs assessments.

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These resources will help children revisit and consolidate key knowledge and skills in English and mathematics, building confidence and familiarity with the types of questions they may encounter in their assessments.

Teachers will provide guidance about how and when children should use these resources at home. We encourage families to help children establish manageable revision routines, recognising that short, regular sessions can be more beneficial than leaving revision until the last minute.

Year 6 is an important year in preparing children for the next stage of their education. As pupils move to secondary school, they will encounter greater expectations around independent learning, organisation, revision and managing home learning alongside other commitments.

Using CGP resources will provide opportunities for children to develop these important habits in a familiar and supportive environment. They can begin to practise:

- Organising their time and establishing a revision routine.
- Revisiting previously learned knowledge.
- Identifying areas where they need further practice.
- Persevering with challenging questions.
- Taking greater responsibility for their own learning.

These are valuable skills that will support them beyond their SATs and help them approach secondary school with greater confidence and independence.

Our aim is to ensure that children feel well prepared and ready to demonstrate what they know and can do, without unnecessary pressure. We recognise that SATs are just one part of a child's learning journey and do not define their individual achievements or potential.

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Why prioritise frequent reading and maths challenges as part of our Home Learning Partnership?

The Importance of Reading

Reading is one of the most important habits we can help children establish. Regular reading provides opportunities to practise essential skills, develop language and vocabulary, strengthen comprehension and discover the enjoyment that books can bring. We therefore ask families to make reading a regular part of home life.

Although frequent reading supports children's academic progress, its benefits extend well beyond learning to read. Sharing a book provides a valuable opportunity for parents and children to spend uninterrupted time together. It can encourage conversation, strengthen relationships and create positive shared experiences. For younger children especially, the closeness and reassurance of sharing a story can help them feel secure, connected and relaxed.

Reading before bedtime can also form a positive part of a consistent evening routine. A familiar story, a calm environment and time spent together can help children wind down and recognise that it is time to prepare for sleep. While reading does not guarantee better sleep, incorporating it into a regular bedtime routine may help children settle and make bedtime a more positive experience.

We encourage families to protect this special time wherever possible. Reading together does not need to be lengthy or complicated; what matters is establishing an enjoyable, regular routine that works for the family.

Parents and carers can support reading by:

- Listening to their child read and offering encouragement.
- Sharing stories and books for pleasure.

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- Talking about characters, events, ideas and new vocabulary.
- Allowing children to choose books that interest them.
- Reading aloud to children, even when they are confident independent readers.
- Making reading part of a calm and enjoyable bedtime routine.

The Importance of Regular Mathematics Practice

Mathematical fluency is an essential foundation for future learning. Children need to develop confidence and accuracy in recalling number facts, number bonds and multiplication tables so that they can apply this knowledge when tackling increasingly complex mathematical problems.

Our use of NumBots in Key Stage 1 and Times Table Rock Stars in Key Stage 2 will provide structured opportunities for children to revisit and practise important mathematical knowledge.

Why does Regular Practice Matter?

Retrieval practice involves bringing previously learned information to mind rather than simply looking at it again. Regularly recalling mathematical facts can help children retain knowledge and access it more readily in the future.

For example, regularly recalling multiplication facts can help children become more fluent and confident when working with fractions, division and more complex calculations.

Similarly, developing secure number knowledge in the early years and Key Stage 1 provides a foundation for later mathematical learning.

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We encourage children to engage with their mathematics platforms regularly, following the weekly expectations set by their teachers. Short, focused sessions can provide valuable opportunities to practise and consolidate learning.

Class teachers will check NumBots and Times Table Rock Stars online each week, helping them monitor participation and identify where children may need additional encouragement or support.

The purpose is not simply to complete a game or achieve a particular score. It is to develop secure knowledge that children can recall accurately and use confidently in the classroom.

Enjoying Learning Together at Home

Our school newsletters will continue to include optional Enjoying Learning Together at Home activities.

These suggestions are designed to give families ideas for bringing learning to life beyond the classroom, providing opportunities to explore topics, develop skills and learn together in fun and meaningful ways. Activities might include creative projects, exploring nature, visiting places of interest, cooking together, discussing current events or investigating something that sparks a child's curiosity. These activities are entirely optional and are intended to complement our core Home Learning Partnership expectations.

We recognise that family time is precious and that every household has different commitments. Our aim is to provide inspiration and ideas rather than create additional pressure.

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The Evidence Behind Our Approach

Our Home Learning Partnership is informed by educational research into how children learn, retain knowledge and develop positive learning habits.

What does the evidence tell us?

- Short, frequent homework is more likely to have impact.
- Homework is most effective when it involves practice or rehearsal of subject matter already taught in class.
- Children should not typically be exposed to new material for their homework, unless they are judged more expert leaners.
- Complex, open ended homework is completed least effectively.

Reading and literacy development

Regular reading gives children opportunities to practise decoding, develop fluency, encounter new vocabulary and deepen their understanding of texts. Sharing books and discussing what has been read can also support language development, comprehension and enjoyment.

The Education Endowment Foundation (EEF) highlights the importance of developing reading fluency and comprehension through effective literacy teaching and practice.

Retrieval practice and mathematics

Retrieval practice involves bringing previously learned information to mind rather than simply looking at it again. Regularly recalling mathematical facts can help children retain knowledge and access it more readily in the future.

Developing fluency with foundational mathematical knowledge can help children devote more attention to reasoning, problem-solving and learning new concepts.

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Purposeful home learning

Educational evidence suggests that home learning is most useful when its purpose is clear, activities are linked to classroom learning and the amount of work is appropriate for children's ages and needs.

Our approach therefore prioritises purposeful activities that help children practise and consolidate important knowledge rather than setting large quantities of work.

The benefits of reading together

Shared reading provides an opportunity for children and adults to enjoy books together while supporting children's language development and their relationship with the adult reading with them.

A regular bedtime story can also become a calming and reassuring part of the evening routine, helping families establish positive habits around winding down and preparing for sleep.

Developing independent learners

As children move towards secondary school, they need opportunities to develop organisation, perseverance and responsibility for their own learning.

The Year 6 revision resources will help pupils begin to practise these skills in a supported environment, preparing them for the increased expectations they will encounter in the next stage of their education.

Taken together, these approaches aim to establish secure foundations, encourage positive learning habits and support children in becoming confident, increasingly independent learners.

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Working Together: Our Shared Responsibilities

We believe that the strongest outcomes for children come when home and school work together.

We ask parents and carers to:

- Support regular reading and record evidence in the school reading record.
- Help children complete their age-appropriate phonics and learning activities.
- Encourage regular engagement with NumBots or Times Table Rock Stars, as appropriate.
- Support Year 6 pupils in establishing manageable revision routines.
- Encourage children to persevere, celebrate their progress and develop positive learning habits.
- Look out for communications about reading-record collection dates on the class webpages and through Tapestry.

We will:

- Provide age-appropriate and ability appropriate home learning activities and resources.
- Check NumBots and Times Table Rock Stars activity online each week.
- Check reading records weekly.
- Share reading-record collection arrangements through the termly newsletters on the class webpages and post reminders about reading-record collection through Tapestry for each class.

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- Provide guidance and encouragement to help children develop their knowledge and confidence.
- Support families who experience difficulties accessing the resources needed for home learning.

Accessing technology and additional support

We recognise that not every family has the same access to technology or the internet. We do not want this to become a barrier to children's learning.

If access to a device, the internet or any other aspect of technology makes it difficult for your child to participate in our Home Learning Partnership, please contact the school office. We will work with you to identify how best we can support your family.

If you have any other questions or concerns about home learning, please speak to your child's class teacher. We want to ensure that our expectations are clear, achievable and supportive for every child.

Home Learning Partnership work for children with SEND

In order to meet the needs of all our children, bespoke Home Learning Partnership packages will be tailored to meet the needs of children who may have specific barriers to learning or special educational needs. Class teachers will speak with Mrs Porter, Fellowship SENDCo, and then be in touch with parents directly about how this will look.

Together, We Grow, Blossom and Flourish

Our Home Learning Partnership is designed to help children secure the essential knowledge they need for future learning, develop independence and discover the joy of learning both inside and outside the classroom.

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Through regular reading, frequent mathematics practice, purposeful learning activities and a supportive partnership between home and school, we can help every child develop the foundations they need to succeed.

Together, we will help every child to *grow, blossom and flourish.*