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Home Learning at St Paul's

Dear Parents/Carers,

At St Paul's, we are continually reviewing our curriculum and wider provision to ensure that what we ask children to do has purpose, value and a positive impact on their learning. As part of this ongoing process, we have been reflecting on our approach to home learning and are excited to introduce a new model that we believe will better support children's independence, engagement and enjoyment of learning.

Throughout the school, we place great importance on children becoming confident, capable and responsible learners. From our continuous provision approach in Reception and extending through to Year 4, children are encouraged to make choices, follow their interests and take ownership of their learning. As children move into Upper Key Stage 2, we increasingly focus on developing the independence, organisation and self-management skills that will support a successful transition to secondary school.

We want our approach to home learning to reflect these same principles. Rather than viewing home learning as a series of tasks to be completed in a prescribed way, we want children to have opportunities to think, create and make decisions about their learning, just as they do during the school day.

Reading at Home

Reading remains one of the most important elements of home learning and will continue to be an expectation for all children. Once phonics assessments have been completed, children in Key Stage 1 will bring reading books home each Monday. These books should be read regularly throughout the week and returned on the following Monday, when they will be changed. For Reception children and Year 1, Phonics flash cards will also be given to help children with learning their early sounds.

In Key Stage 2, children will continue to read regularly at home, with plenty of opportunities to change books as they finish them and complete Accelerated Reader quizzes. Reading at home plays a vital role in developing fluency, comprehension, vocabulary and a lifelong love of books, and we greatly appreciate the support families provide with this.

Mathematics Home Learning

The most significant change will be to our mathematics home learning.

Each half term, children will receive a bingo-style home learning grid containing five (or matching the number of weeks in that term) carefully planned activities linked directly to the mathematics curriculum being taught that half term. These tasks have been designed to help children consolidate learning from the classroom while also offering opportunities to apply and extend their understanding in different ways.

Children will complete all five activities over the course of the half term, but they will be able to choose the order in which they complete them, choosing one activity each week. This flexibility allows children to take greater ownership of their learning and make choices about how they approach their work.

We are particularly excited about the opportunities this provides for creativity. Children may choose to present their learning in a range of ways, whether through written work, diagrams, models, practical investigations, photographs or other appropriate formats. We want home learning to encourage mathematical thinking and discussion while allowing children to showcase their understanding in ways that suit them best.

The bingo grid will be refreshed every half term so that activities remain closely connected to current classroom learning. If your child has needs outside of the year-group curriculum, tailored activities will be crafted to ensure they have access to learning to best support their needs.

Home Learning Books

Each child will receive a Home Learning Book which will travel between home and school.

Mathematics home learning will be completed in the front of the book, working forwards throughout the year. Teachers will share examples and guidance to help children understand what successful home learning might look like.

Although children will have freedom in how they present their learning, the expectations for presentation remain the same as they are in school. We expect children to take pride in their work by using pencil or black pen appropriately, using rulers where required, using colouring pencils carefully and presenting their work neatly and clearly: we want children to take pride in their learning, similar to how they demonstrate this in school regularly. We intend to have our home learning books, with all challenges, activities and expectations shared with children, up and running by **Monday 21st September**.

Spelling Challenges

Spelling home learning will be completed in the back of the Home Learning Book, again working forwards throughout the year.

Rather than sending home lists of words to learn for weekly tests, children will have access to a range of spelling challenges that encourage them to explore spelling patterns, word structures, etymology and vocabulary in a more meaningful way. They will be able to select challenges and complete them independently, applying the same care and presentation standards expected across all areas of learning.

Our aim is to develop children's understanding and application of spelling, helping them to become increasingly confident writers who can draw upon their knowledge across the curriculum.

Why Are We Making This Change?

This new approach has been carefully designed to align with the values that underpin teaching and learning at St Paul's. We want children to see learning as something they actively engage with, rather than something that is simply completed. By providing greater choice and flexibility, we hope children will approach home learning with increased enthusiasm, creativity and independence. We believe this model better reflects the way children learn throughout the school day, particularly within our continuous provision approach, where decision-making, exploration and responsibility are central to children's development.

As a profession, we are committed to using the best available evidence, alongside our experience and knowledge of the children we serve, when designing curriculum and learning opportunities. This revised approach reflects that commitment while ensuring that home learning remains purposeful, manageable and closely connected to what children are learning in school.

We are very much looking forward to sharing this new approach with our families and to seeing the pride, creativity and independence that our children bring to their home learning.

Thank you, as always, for your continued support and partnership.

Yours sincerely,



Mr Stephen Emmett

Head of School