



ST. MARY'S C.E. PRIMARY SCHOOL



Homework Policy

All the activities in St Mary's School are carried out in the Christian spirit and promote the school values of Faith, Family and Future – Building a positive future for all as part of God's loving family.

St Mary's School prides itself in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the full curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

This policy should be read in conjunction with the Teaching, Learning, Curriculum and Assessment Policy, and Marking and Feedback Policy

This policy has been written by the Senior Leadership Team following feedback from parents, and consultation with pupils, staff and governors.

Rationale for homework

Homework is an important part of embedding learning, and children learn best when we work in partnership between school and home.

The core focus of homework at St Mary's is the revision and development of basic skills and we aim to:-

- Embed and consolidate core learning skills
- Support children to establish good work habits
- Give opportunities for parents and pupils to work together.
- Reinforce class based learning
- Provide opportunities for creative exploration of all areas of the curriculum

Implementation

Homework tasks will develop as children move through school. As children get older, it is necessary to prepare them for the transition to secondary school, therefore there is an increased demand. Outlined below are the requirements for each stage of school. Homework should not be a chore for parents and carers. Most children, certainly in KS2 should be able to access it independently, and it should not take too long. All homework set is designed to reinforce and consolidate learning which is taking place in school. All children are supplied with the necessary passwords for each of the homework sites at the start of the year. Parents/carers should contact their child's class teacher if there are any issues.

Completion of homework is monitored by class staff who access reading records and online records of work completed.

Reading

Reading is the most important activity you can do with your child. Being a fluent reader allows children to access the whole curriculum. Research shows that children who read frequently and who are read to frequently make greater progress in all academic areas because they have a wider vocabulary and experience. All children are sent home with two books. One which is matched to their current reading ability e.g. in EYFS/KS1 it will be linked to the phonics they are learning and in KS2 it will be linked to the progressive book bands. The other text is a reading for pleasure book, which is there for them to enjoy and share with you. If you are short of time – always prioritise reading!

Nursery	Nursery children will be provided with a reading book and nursery rhyme pack which will come home weekly – these are optional tasks to support and promote a love of reading.
Reception	Daily Reading - this involves practising phonics, red words, reading their home reader and talking about stories. Reading record books should be signed by adults every time they hear their child read. Mathletics and Spelling Shed are available to practise and reinforce key skills. Occasionally children will need to learn words for productions or family worships
Year 1	Daily Reading - practising red words, phonics practise, reading their home reader, talking about books. Reading record books should be signed by adults every time they hear their child read. Spelling Shed- weekly spellings to practice phonics Mathletics and Times Tables Rockstars – practising key maths skills Occasionally children will need to learn words for productions or family worships
Years 2-3	Daily Reading - reading their home reader, talking about books. Children can also read books from home. All reading should be recorded and signed in the reading record book. Increasingly children may want to read independently, however children’s reading still needs to be monitored and opportunities for discussion and questioning made regularly. Mathletics – practising key maths skills Times Table Rockstars Spellings – SCODE is the core of our spelling teaching in school. However, to boost skills and practise, spelling homework, linked to the spelling pattern for that week will be set online on Spelling Shed, which the children receive an individual login to access. Paper copies will be sent home for children who do not have access to the internet at home. Alternatively, they will be given time in school to use computers/tablets in order to complete tasks. Additional games and activities can be completed by the children if they have completed the set tasks. Occasionally children will need to learn words for productions or family worships
Year 4-5	Daily Reading - reading their home reader, talking about books. Children can also read books from home. All reading should be recorded and signed in the reading record book. Increasingly children may want to read independently, however children’s reading still needs to be monitored and opportunities for discussion and questioning made regularly. Mathletics – practising key maths skills Times Table Rockstars Spellings – SCODE is the core of our spelling teaching in school. However, to boost skills and practise, spelling homework, linked to the spelling pattern for that week will be set online on Spelling Shed which the children receive an individual login to access. Paper copies will be sent home for children who do not have access to the internet at home. Alternatively, they will be given time in school to use computers/tablets in order to complete tasks. Additional games and activities can be completed by the children if they have completed the set tasks. Occasionally children will need to learn words for productions or family worships Read Theory – Online reading comprehension tasks are encouraged each week.
Year 6	Daily Reading - reading their home reader, talking about books. Children can also read books from home. All reading should be recorded and signed in the reading record book. Increasingly children may want to read independently, however children’s reading still needs to be monitored and opportunities for discussion and questioning made regularly. Mathletics – practising key maths skills Times Table Rockstars Spellings – SCODE remains the core of our spelling teaching in school. However, to boost skills and practise, spelling homework, linked to the spelling pattern for that week will be set online on

	<p>Spelling Shed which the children receive an individual login to access. Paper copies will be sent home for children who do not have access to the internet at home. Alternatively, they will be given time in school to use computers/tablets in order to complete tasks. Additional games and activities can be completed by the children if they have completed the set tasks.</p> <p>Projects – in preparation for the transition to secondary school, Year 6 pupils are expected to complete 2 large projects over the course of the year. These will be based on one of their foundation subject topics e.g. WWI/WWII.</p> <p>Occasionally children will need to learn words for productions or family worships</p> <p>Read Theory – Online reading comprehension tasks are set for completion each week.</p>
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Amount of homework

As a guide, children in Reception should be spending around 10 minutes a day reading on their red words.

Throughout KS1 this can increase to up to 15 minutes daily reading, 10 minutes a day on red words or spellings and 15 minutes a week on Mathletics or Times Tables Rock Stars.

In KS2, this can increase to 20 minutes daily reading, 10 minutes a day on spellings, 30 minutes a week on Mathletics/Times Tables Rock Stars. Expectations for the Year 6 projects will be discussed at Open House meetings.

No homework task should take any longer than 30 minutes. If a homework task is taking longer than this, please speak to the class teacher.

Children who do not have access to a computer, online sites or other resources at home, are unable to work at home, or who need specific support are offered opportunities to complete their homework in school time. In both situations, children have access to resources, including computers and the support of the supervising teacher.

The role of parents/carers

- Parents have a vital role to play in their child’s education, and homework is an important part of this process. We expect parents to encourage their child to complete the homework tasks that are set, providing them with the sort of environment and equipment that allows children to do their best. Parents can support their child by providing a good working space at home, by making regular visits to the library, and by discussing the work that their child is doing.
- We ask parents to check and sign reading logs and spelling logs whenever they have practised an activity with their child. Year 6 pupils have homework diaries which should be checked and signed weekly. This is discussed at Open House meetings.
- Parents receive a half termly curriculum overview, detailing the learning foci in all areas and with suggested learning activities for parents to do with their child at home. These activities are across the curriculum and form practical suggestions for homework or follow-up activities.
- If parents have any questions about homework, they should contact the child’s class teacher in the first instance.
- Support your child when completing homework, but don’t do it for them.

Use of ICT in project based homework

The use of ICT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, pupils are expected to produce their own work. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children’s learning. Our school website provides links to the sites which will best support the children’s learning. Parents are advised always to supervise their child’s access to the Internet.

We do not allow children to bring memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the school.

Monitoring and review

The Headteacher is responsible for monitoring the implementation of this policy. This policy will be reviewed annually.

This policy was adopted by: St Mary's C.E. Primary School, Davyhulme	Date: November 2025
Reviewed: November 2027	Signed: <i>A L Daniel</i>