



# Homework Policy

## 2025-26

**Next review:**

This policy has been approved by the School

Headteacher: Lucy Wheatcroft

Date: 8th September 2025

The school vision is underpinned by Jesus' mustard seed parable - Matthew 17:20. "If you have faith as small as a mustard seed you can say to this mountain move from here to and it will move. Nothing will be impossible for you." In order that our pupils can achieve their highest standards (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership.

**The Purpose of Homework**

Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that school leaders should focus on three areas (Poortvliet et al., 2018):

- Supporting parents to have high academic expectations for their children.
- Developing and maintaining communication with parents about school activities and schoolwork.
- Promoting the development of reading habits.

Research shows that for young children, promoting shared reading should be a central component of working with parents as a way of supporting oral language development and early literacy. As children get older, it becomes important for parents to listen to their children read. Engaging in high quality talk about the story remains important for fostering reading comprehension skills.

Adapted from Poortvliet et al., EEF, 2018

At All Saints CE Primary School, our homework will focus on the following:

- Daily reading
- Fluency in reading and knowledge of letter sounds
- Reading discussion and book talk
- Spelling practise to develop retention
- Number fact recall and fluency in maths
- Transition in Year 5 and 6 to support children in being secondary ready

**Teachers will ensure that:**

- Homework is consistent within a year group and relates to learning undertaken in class and, as far as possible, is matched to their abilities
- Homework follows a regular timetable that has been explained to parents in year group curriculum letters
- Children have the opportunity to increasingly take responsibility for recording their homework task themselves
- Appropriate teaching input is given to enable successful completion of tasks
- Homework is reviewed by teachers and comments made if necessary
- Homework completion is monitored so teachers know what work has been completed
- Regular completion of homework is recognised and praised in line with the school's Behaviour Policy and school reward system
- They communicate effectively if non-completion is a regular occurrence.
- There are suitable time scales for completion and submission of work.
- Opportunities are given for children and parents to clarify or seek further guidance.
- Children in Years 4-6 will complete homework during break or lunch time if not completed at home by expected deadline.

**How parents can help children with homework**

The role of the parent is crucial to the success of homework. It is vital that they are actively involved in activities, value its importance and show a positive attitude whilst recognising a child's responsibility to complete some work independently. Parents can help by;

- Promoting positive habits for homework
- Holding high expectations of their child and homework completion
- Celebrating successes at home and recognising progress
- Providing a suitable, quiet place and time to complete homework
- Providing equipment required
- Supporting the development of organisational skills
- Engaging in activities and games as a partner
- Encouraging the child to seek help from the teacher as necessary
- Sharing information with the teacher if needed

### All Saints School Homework

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading</b>	Daily reading of Phonics Reading book. Practise of speed sounds. Share and discussion of book read or read to them. Reading Diary to have at least three entries per week completed by home adult.  (recommended minimum of 10 mins a day)			Daily reading (minimum of 10 minutes per day) of banded book or book chosen by your child. Reading Diary to have at least three entries per week with a mixture of parent and child comments.		Daily reading (minimum of 10 minutes per day) of banded book or book chosen by your child. Reading Diary to have at least three entries per week completed by child.	Daily reading (minimum of 10 minutes per day) of banded book or book chosen by your child. Reading diary to be completed in school as a morning activity.
<b>Spelling</b>	Practise of speed sounds/ phonic patterns.			Spelling practice to be sent home to share key letter patterns/ spelling rules learnt. Children will be encouraged to practise using creative and multi-sensory strategies to support retention.			
<b>Maths</b>	Occasional NCETM homework (optional)	<b>Numbots-</b> regular practice of key maths skills to build fluency. Times Table Rockstars will be introduced towards the end of Year 2 to support the transition to Key Stage Two. <i>There may be a maths related game for you to play together at home on occasions.</i>		<b>Times Table Rockstars-</b> 30 mins per week. To develop confidence in times table recall supporting automaticity and fluency.  <i>There may be an additional maths related activity on occasions.</i>			
<b>Other</b>	Project related homework may be sent home occasionally via Google Classroom.  Knowledge organisers will be sent home each term for families to discuss upcoming project work.					Additional homework to consolidate learning and to prepare for the transition to Secondary school. Maths, Reading, GPS (grammar, punctuation, spelling). This homework is encouraged to be done with independence, and children are expected to take responsibility for this homework. Teachers will provide clear expectations.	
<i>The above lists are not exhaustive as any interactive, fun activities undertaken will constitute valuable home-learning.</i>							

