

Homework Policy

September 2026





Homework Policy

Date policy was formally adopted	
Review Date	
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This homework policy was written after consultation with parents, staff and children in 2026. Following comprehensive surveys and discussions with all stakeholders It was identified that any homework set needs to deliver the following aims:

1. To practise the key basic skills of English and Maths
2. Use a blend of digital and written tasks.
3. Include an element of creativity and the arts.
4. To be reviewed appropriately in school, recognising successes and giving feedback to further learning.
5. To be manageable at home, fitting in with other family commitments.

Through the consultation it became clear that four main areas of learning should be practised through homework. They are:

- Core subjects of English and Maths
- Reading
- Spelling
- Number bonds/times tables
- Maths

Below is a breakdown of what our approach and expectations towards homework will look like in each Key Stage.

EARLY YEARS

At this earliest stage, reading and sharing of books is the most important “homework” that can be done. This includes reading any RWInc books that have been sent home as well as wider story sharing with adults. We would also encourage children to spot numbers, letters, shapes and patterns in their environment- these can be shared with school should parents wish to.

KEY STAGE ONE

Reading

Reading will include the reading of the RWinc books along with the green and red words as this will be key to the children’s progress and then reading any other books that come home as much as possible. All reading completed at home should be written into the child's reading record/planner.

Once a child has completed Read Write Inc they will be assessed on Accelerated Reader and given a range of books from which to choose.

Number Bonds/Times Tables

Initially, all children will rehearse number bonds to 10 until they can recall this information efficiently and at speed. They will then progress onto number bonds to 20 and 100. Once a child is fluent in their number bonds they will move onto practising their times tables, for which a TTRockstars account can be used.

Spellings

Children are expected to practise the relevant spelling patterns, or exception words for their year group.

In Year 2 children will move onto using Spelling Shed as a method to practise these patterns.

KEY STAGE TWO

Reading

Children should read a minimum of 10 minutes a day at home (as part of 20 minutes a day spread across home and school) and may be part of a variety of activities e.g. independent reading, reading of a favourite book, bedtime reading where a book is shared with a parents or older sibling or as part of a book club exercise. The majority of this reading time should be completed using the child's current book which is within their Accelerated Reader range so they can work towards their targets. All reading completed at home should be written into the child's reading record/planner.

As the children complete books they can take quizzes on Accelerated Reader (this is done in school). Teachers closely track the quantity and range of books each child reads across the year. Each child is given a bespoke points target which is based on reading for 20 minutes a day at their current level. They earn points by reading and completing the short comprehension quiz. In addition, each child is assigned a certification to help provide a challenge to that term's reading.

The expectation is that a child will achieve both their points target and their certification each term.

Spellings

Spellings are set on Spelling Shed most weeks and have 10 words that reinforce the spelling work done in class. Children are expected to complete 10 spelling games (or fewer if they achieve "Royal Bee"). Spelling games can be completed on four different difficulty levels- teachers can, and do, check regularly to make sure that spelling homework is being done correctly.

Children are also able to complete the equivalent amount of work on paper. However this needs to be of an equivalent quality through a “Look, Cover, Write, Check” (or similar) method, rather than simply copying out the words. The week’s spellings are posted on Class Dojo to enable this.

Spellings are tested weekly in class.

Times Tables

Children are expected to learn their times tables at home. By the end of year 4, all children should know their times table facts up to the 12 times table. Times table facts still need to be practised in year 5 and 6 as these crucial number skills are necessary to access the maths curriculum. We have TTRockstars as a tool to help with this but all forms of oral and written methods are beneficial.

We track times table learning through our *Mount Multiply* system.

Maths and English Tasks

To reinforce classroom learning, the children will be set short English and Maths tasks. These will recap prior learning and will take around 10-15 minutes to complete. In years 3 to 5, the children will be given one piece of English **or** maths homework each week. For year 6, in preparation for SATs and secondary school, the children will be given one piece of English **and** maths homework each week.

The children will have approximately one week to complete each task. Homework tasks will be reviewed in school using methods from our feedback policy.

Creative Projects

To allow for creativity, a task may be set which links to a particular topic that is happening across the key stage, for example, Science Week. These will be set by SLT/subject leaders and will include all of years 3-6 rather than individual classes. When these are given, allowances from other regular homework tasks will be made rather than adding this as an additional piece.

FEEDBACK

We recognise that the children have put their time and effort into their homework and that this needs to be recognised accordingly. In addition, where there is opportunity to provide timely feedback on homework tasks to further learning this should also be done. Consultation with both parents and children highlighted the demotivating effect of completing a piece of work that is either not reviewed at all in school or is seen to be given little value. The variety of tasks set for homework mean that a variety of feedback methods may be used (in keeping with our feedback policy). Possible feedback methods (although not an exhaustive list) may be:

- Reading with a child.
- Checking a child's reading planner/Accelerated Reader
- Checking spelling games played on Spelling Shed
- Marking a spelling test.
- Whole class marking and feedback on a task.

HOMEWORK EXPECTATIONS

Across all phases and year groups, it is expected that any homework set, including reading, spellings, times tables and written tasks, is completed by the appropriate deadline. Where a child is consistently not completing homework tasks, contact with home will be made and tasks may be required to be caught up in school at an appropriate point. Homework can also attract the usual rewards for good school work of house points and class points etc.

HOMEWORK DURING SCHOOL HOLIDAYS

Assigned compulsory tasks will not be set over a school holiday where the holiday would be the only available time to complete the task. However, tasks may be set before the holidays, due in after the holidays, providing the usual number of school days needed for that task are provided.