



Homework

POLICY



Homework Policy

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Review Date	January 2026
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This homework policy was written after consultation with parents, staff and children in 2022. Following comprehensive surveys and discussions with all stakeholders it was identified that any homework set needs to deliver the following aims:

1. To promote a love of reading and provide opportunities to engage with reading books
2. To practise the key basic skills of spellings and timetables
3. To promote and develop a love of learning
4. To be adaptable and fitting for a wide range of family situations

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

- Reading
- Spelling
- Number bonds/times tables
- Areas of maths

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

EARLY YEARS

Children in our Reception class are expected to find numbers and sounds in the environment and reading, evidence of this can be shared via Tapestry. We would also encourage parents to share books and read with their children.

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.

Once a child has completed Read Write Inc they will be assessed on Accelerated Reader and given a band 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

Reading should happen for a minimum of 10 minutes a night (as part of 20 minutes a day) 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.

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. Children are awarded Bronze, Silver and Gold level certificates for reaching a percentage of their expected amount of reading each term.

Spellings

Spelling lists are no longer sent home for children to learn and be tested on in school. Instead, children are expected to practise the relevant spelling patterns for their year group. This can be done on Spelling Shed, or through of the games listed in our Class Booklets

Times Tables

Times tables will be set using TTRockstars which can be completed using an app from home or a paper-based version. Times Tables will be set to match the level each child is working towards on Mount Multiply

Learning Logs

Learning Logs are a tool for developing children's independent learning and research skills. They are designed to engage learners in their class work through their homework and foster a love of learning, spark an interest in topics coming up and to assist with the retrieval and retention of topics previously studied.

Learning Log tasks will take the format of a menu of options, linked to what the children will be/have been learning about in a wide range of subjects. The children will be able to select from the list and will be expected to present a piece of work, of their choice, every two weeks.

Learning Logs will be assessed through a group discussion held in the class once every two weeks called Homework Hub.

Complete Maths

Children in Upper Key Stage Two have access to a web-based Maths platform called Complete Maths. Children complete a diagnostic assessment which then plans out a learning path for them, identifying areas of need. Class Teachers can also set additional lessons/tasks for children to complete, linked to what they have been learning in class. There is no set expectation of how much will be completed each week.

Year Six

In preparation for secondary school, children in Year Six may receive short additional homework tasks (usually linked to Maths and English) to consolidate learning that has taken place in class. These usually have a shorter deadline and will be marked in class. When Maths and English is a focus then Learning Logs will not be set.