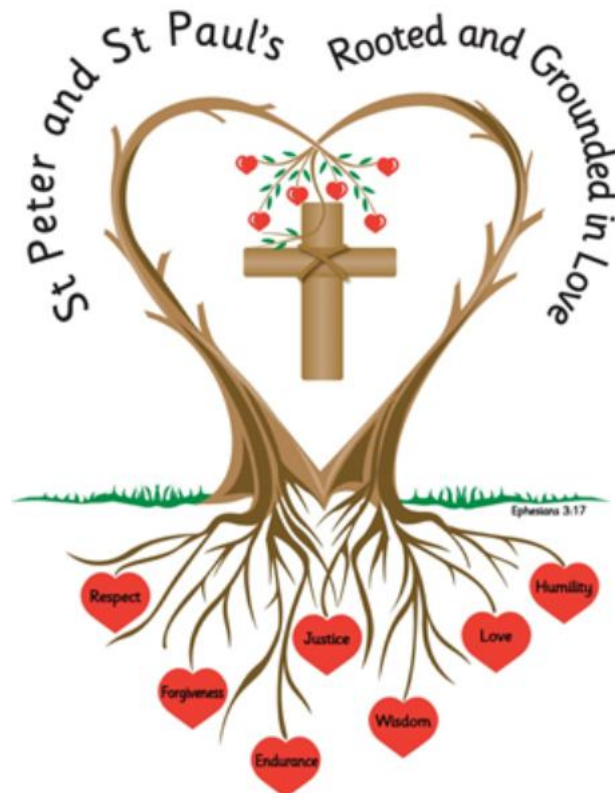




St Peter and St Paul's Church of England Primary School Homework Policy

Vision and Rationale

Homework at our school is designed to reinforce classroom learning, develop independence, and strengthen core skills in reading, writing and mathematics. It provides pupils with regular opportunities to practise key knowledge and skills, while supporting strong home-school partnerships.

We hope to promote lifelong learning beyond the school day.

Rooted and grounded in the love of God, St. Peters & St. Paul's Church of England Primary School is a vibrant, inclusive community, where every person is empowered to reach their full potential. Guided by our Christian values and the teachings of Jesus, together, we aim to grow into good citizens of heaven and earth. We strive to cultivate a nurturing environment that inspires everyone to develop a lifelong love of learning, grow in character, and make a positive impact on the world around us, working together to be a good neighbour to all.

Aims of the Homework Policy

- Ensure a consistent approach to homework across all year groups.
- Clarify expectations for the amount and type of homework set.
- Support pupils in developing independence, organisation and resilience.
- Provide families with clear guidance on how to support learning at home.
- Ensure homework is accessible, purposeful and manageable.

Guiding Principles

- **Consistency:** Expectations are clear and progressive from Year 1 to Year 6.
- **Purpose:** Tasks directly reinforce or extend learning from class.
- **Independence:** Activities are designed to be completed without heavy adult support.
- **Equity:** Homework is accessible to all pupils, with adaptations where needed.
- **Feedback:** Homework is acknowledged and used to support pupil progress.

Homework Structure by Year Group

Years 1–4: Homework Booklets

Pupils in Years 1–4 will receive a **half-termly homework booklet** containing short, focused activities each week in **English and Maths**. These booklets are designed to build fluency, reinforce key skills and provide regular practice.

Weekly expectations:

- **Reading:** School reading books to be read at least three times per week.
- **English:** Short tasks linked to phonics, spelling, grammar or comprehension. In years 2-4 there will be emphasis on developing comprehension skills.
- **Maths:** Fluency practice, number facts, or written methods appropriate to year group.

- **Submission:** These booklets are given out at the beginning of a school half term and need to be handed back in in the last week of the half term. Verbal feedback and praise will be given when homework is returned to school.

Booklets are designed to be manageable, consistent and supportive of core learning.

Years 5–6: Weekly Homework Tasks (English & Maths)

Pupils in Years 5 and 6 will complete **weekly homework tasks** linked directly to current learning in **English and Maths**. These tasks may include practice exercises, short written responses, online learning activities or retrieval tasks.

Weekly expectations:

- **Reading:** Daily reading is encouraged; reading logs used to track progress.
- **English:** Weekly tasks linked to grammar, spelling or comprehension.
- **Maths:** Weekly task linked to fluency, reasoning or problem-solving.
- **Submission:** Homework is given out on a Monday and has to be handed in the week after.
- **Marking:** Pupils in year 5 and 6 will mark their own homework and any misconceptions/errors will be addressed by the teacher.

Tasks are designed to prepare pupils for the increased independence and homework expectations required in Year 7.

Links to other areas of the curriculum

- An overview of links to other subject areas is provided at the start of the term. This includes books and websites that can support learning in different topics and places that can be visited.

Technology to support learning

- Links to online platforms are provided to support children's learning and these include Times Tables Rockstars, Phonics and Spelling programmes and Purple Mash. Where required, children's logins are provided for use at home.
- A series of videos to support teaching of maths, phonics and reading can be found on our school website.

Roles and Responsibilities

Teachers

- Set homework in line with this policy.
- Ensure tasks are clear, purposeful and achievable.
- Provide feedback that supports progress.
- Communication with parents will take place if children are not completing their homework.
- Links to other curriculum areas will be provided to parents by email and on the website on the class pages.

Pupils

- Complete homework on time and to the best of their ability.
- Ask for help when unsure.
- Take responsibility for bringing homework back to school.

Parents/Carers

- Encourage and support learning at home.
- Provide a suitable environment for completing homework.
- Communicate any concerns with the class teacher.

School Leadership

- Monitor consistency and impact of homework.
- Provide staff training and support.
- Review the policy annually.

Inclusion and Differentiation

- Homework will be adapted where necessary to meet the needs of pupils with SEND or other barriers.
- Alternative formats may be provided (e.g., reduced tasks, scaffolded activities).
- In-school support may be offered for pupils who need additional help.

Feedback and Monitoring

- Teachers will acknowledge homework through praise and verbal feedback.
- Effort and completion will be celebrated.

Communication

- Homework expectations will be shared with parents at the start of each academic year.
- Weekly homework will be communicated through booklets (Years 1–4) and weekly task sheets or digital platforms (Years 5–6).
- There will also be links to other curriculum areas and books linked to topic work sent by email and on the website.
- The policy will be available on the school website.

This policy is reviewed annually or as required

Latest Review: September 2026