



St Mary's CE Primary School — Homework Policy

Purpose

At St Mary's, we recognise education is a partnership between home and school and that the role parents play is vital in supporting the pupil in their successful learning journey. Homework reinforces the foundation skills taught in school, supports strong home-school partnerships and prepares pupils for successful, independent learning. It is focused, short and purposeful in line with DfE guidance on effective practice. This policy applies to all pupils from EYFS to Year 6 at St Mary's CE Primary School.

Principles

- Homework will be high-impact, brief and focused on foundation skills: reading, letter formation/handwriting, spelling and number fluency.
- Tasks will be matched to the pupil's age and stage and designed to be manageable.
- Homework should be inclusive and accessible.
- Frequency and length are reasonable for primary pupils and increase gradually with year group and need.
- Homework is designed to be completed little and often to build up long term memory.

Our homework is issued using the following programmes:

- Monster Phonics e-books (online)
- Spelling Shed (online)- KS2 only
- Numbots (online)
- Times Tables Rockstars (online)- from Year 2
- Penpals Handwriting Scheme (paper format)
- LBQ- Year 6 only

Expectations (what will be set)

EYFS (Reception)

Daily reading (5-10 minutes daily)

- Every pupil is expected to read for 5-10 minutes each day.
- An adult should sign the reading diary each day to confirm reading has taken place.

- Books in Reception will be pictureless books to begin to encourage good reading techniques and discussion around the action.
- Pupils will be put onto the Monster Phonics scheme once they are ready. These will be accessed through out e-book system.

Phonics (5-10 minutes daily)

- Whilst pupils are using pictureless books, pupils will be sent home with sounds and words that reflect classroom learning to practice and revisit at home.
- Once pupils move on to the Monster Phonics Scheme, additional practice will be identified through assessment and target sound and words card will be sent home for additional practice.

Number fluency (5-10 minutes, 3x per week)

- A number recognition activity will be set on Numbots this will progress through the year and build to identifying and recognizing number bonds.

KS1

Daily reading (5-10 minutes daily)

- Every pupil is expected to read for 5-10 minutes each day.
- An adult should sign the reading diary each day to confirm reading has taken place.
- Pupils will continue working through the Monster Phonics scheme in line with classroom learning and their reading ability. These will be accessed through out e-book system.

Phonics (5-10 minutes daily)

- Additional practice will be identified through assessment and target sound and words card will be sent home for additional practice.

Number fluency/Times tables (5-10 minutes, 3x per week)

- Number bond activities will be set on Numbots this will progress through the year and build in complexity to reflect classroom learning.
- In the summer term of Year 2, pupils will move to Times Tables Rockstars programme if assessment identifies they are ready.

Handwriting / letter formation (5-10 minutes once per week)

- A letter-formation task or short handwriting will be printed and sent home each week matched to the child's current needs (EYFS to Year 5).
- If your child needs additional pencil grip practice, guidance on how to support your children with this will also be sent home to practice.

KS2 (Year 3- Year 5)

Daily reading (10 minutes daily)

- Every pupil is expected to read for 10 minutes each day.
- An adult should sign the reading diary each day to confirm reading has taken place.
- Pupils will be issued a physical Oxford Reading Scheme book which will be closely matched to their reading age and ability.

Spelling/Phonics (10 minutes daily)

- Short Spelling activities will be set on Spelling Shed. This will progress throughout the year and be matched to learning taking place within the classroom.
- Additional phonics practice will be identified through assessment and target sound and words card will be sent home for additional practice where needed.

Times tables/ Number Fluency (10 minutes, 3x per week)

- After assessment, pupils will be set specific tasks to practice times tables according to their needs.
- Once all times tables are mastered, pupils will be set activities covering all of the times tables to ensure repetition and mastery.
- Number bond activities will be set for pupils still requiring number bond and number fluency practice.

Handwriting / letter formation (10 minutes once per week)

- A short handwriting will be printed and sent home each week matched to the child's current needs (EYFS to Year 5).
- Letter formation activities will be sent home for pupils still acquiring these skills.
- If your child needs additional pencil grip practice, guidance on how to support your children with this will also be sent home to practice.

Year 6

In Year 6, homework will be closely linked to classroom learning and SATs preparation; foundation skills tasks will continue where needed.

Daily reading (10 minutes daily)

- Every pupil is expected to read for 10 minutes each day.
- An adult should sign the reading diary each day to confirm reading has taken place.
- Pupils will be issued a physical Oxford Reading Scheme book which will be closely matched to their reading age and ability.

LBQ English (1 activity)

- One activity of Grammar linked to the learning in class that week or re-visiting knowledge from an earlier year group.

LBQ Maths (1 Activity)

- One activity of mathematics, arithmetic/reasoning (alternate weeks) linked to the learning in class that week or re-visiting knowledge from an earlier year group.

Spelling/Phonics (10 minutes daily)

- Short Spelling activities will be set on Spelling Shed. This will progress throughout the year and be matched to learning taking place within the classroom.
- Additional phonics practice will be identified through assessment and target sound and words card will be sent home for additional practice where needed.

Handwriting / letter formation (10 minutes once per week)

- A short handwriting will be printed and sent home each week matched to the child's current needs (EYFS to Year 5).

- Letter formation activities will be sent home for pupils still acquiring these skills.
- If your child needs additional pencil grip practice, guidance on how to support your children with this will also be sent home to practice.

Timing, distribution and return

- Homework will be issued on Friday and is expected to be completed and returned (or evidenced online) by the following Wednesday.

Support for families and accessibility

- For pupils unable to access online platforms at home, teachers will provide printed copies of online tasks (these may be similar in knowledge but not exactly the same as the online version).
- Staff will offer a brief demonstration or guidance sheet to families unfamiliar with the platforms on request.
- Families are asked to make best endeavors to support homework completion; class teachers and the pastoral team will contact families where further support is needed.
- Staff will provide support around the knowledge or skills needed to complete the homework for any pupils who request it.

Marking, monitoring and feedback

Reading

- Reading diaries will be checked twice a week by class staff for daily reading and adult signature.
- Reading race stickers will be awarded to celebrate pupils who meet the daily reading expectation.

Online tasks (Numbots, Times Tables Rockstars, Spelling Shed):

- Class teachers will review completion and standard on Spelling Shed / Numbots / TTRS each week to identify gaps that need addressing in class.
- Teachers will record, weekly, whether homework was: completed in full, partially completed, or not completed; and an indication on the standard of written tasks (e.g. handwriting).

Handwriting and letter formation:

- Inconsistent or incorrect **letter formation** will be identified and corrected; pupils will be expected to repeat the formation correctly as part of their following week's homework.
- Inconsistent or incorrect **letter size** will be identified and corrected; pupils will be expected to repeat the formation correctly as part of their following week's homework.
- Inconsistent or incorrect **letter or word spacing** will be identified and corrected; pupils will be expected to repeat the formation correctly as part of their following week's homework.
- Where pupils have learned to **join particular letters**, and this is inconsistent or incorrect, this will be identified and corrected; pupils will be expected to repeat the formation correctly as part of their following week's homework.

Non-completion and catch-up

- If a pupil has not completed set homework by the deadline, they will be expected to complete it during a break or lunchtime catch-up session arranged by the classroom teacher so they can access the same practice as peers.
- Persistent non-completion will trigger a supportive conversation with parents/carers to identify barriers and reasonable adjustments.
- Reading is expected to be completed a minimum of 3 times per week. Anything less than this will be considered non-completion and this will be caught up for 1 session during a break or lunchtime.

Roles and responsibilities

- **Pupils:** attempt homework to the best of their ability, read daily, bring reading diary and completed work back on time.
- **Parents/carers:** provide support with reading and encourage completion of short, focused tasks; sign the reading diary daily.
- **Class teachers:** set age-appropriate homework, provide paper alternatives where required, provide adapted homework for pupils who require this, check reading diaries twice weekly, review online platform completion, mark handwriting tasks and record weekly completion/standard.
- **Senior Leaders (SLT):** monitor homework policy implementation termly, review patterns of completion and impact, and support staff/families where barriers exist.

Recording and evaluation

- Class teachers will keep a simple weekly record of homework completion and standard (this will be used to:
 - identify pupils needing support,
 - feed into short-term planning to address common gaps,
 - inform discussions with parents.
- Senior leaders will review aggregated data termly (completion rates, standards, persistent non-completion) and evaluate impact on classroom progress and reading engagement.

Behaviour and celebration

- Reading race stickers will be used to celebrate consistent daily reading
- The school's approach focuses on encouragement and removal of barriers rather than punitive measures

Transition to Year 6

- In Year 6, homework will continue to include the foundation skills where necessary, but greater emphasis will be placed on tasks that consolidate classroom learning and support SATs preparation in a measured, supportive way that does not overload pupils.

Policy review

- This policy will be reviewed annually or sooner if guidance changes. The next scheduled review is July 2027.

Links to guidance and rationale

- Homework focus, frequency and length reflect DfE guidance that homework for primary-aged pupils should be short, purposeful and focused on reading and core skills. Tasks are designed to consolidate classroom learning.

Sources

- DfE — The Reading Framework (July 2023) (guidance on reading, phonics and handwriting)
- DfE- The Writing Framework (July 2025) (guidance on foundation skills, handwriting, spelling and phonics)
- National Curriculum / DfE guidance on teaching handwriting, spelling and number fluency.
- Ofsted- Strong Foundations in the First Years of School (October 2024)
- EEF Homework Guidance (August 2021)

Approved by: Headteacher — Sam Walker

Date of implementation: September 2026

Review date: July 2027