

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



'Encourage one another and build each other up.'

1 Thessalonians 5:11

Homework Policy

September 2025

LINKS TO OTHER POLICIES

- English Policy
- Maths Policy
- Marking and Feedback policy
- Positive Relationship Policy

AIMS AND PRINCIPLES

In order that our pupils can attain the highest standard (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. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Aims and Objectives

Regular, well-planned homework can:

- Enable pupils to make maximum progress in their academic and social development;
- Develop good work habits and self-discipline for the future
- Encourage skills and attitudes which help children improve their educational performance
- Help parents gain insight into their child's schoolwork and promote partnership between home and school
- Provide opportunities for individualised learning and develop skills of independent learning
- Offer access to resources not found in school (public libraries, local museums etc.)
- Consolidate and reinforce learning taken place in school and assist in preparation for future class work.
- Provide a context for pupil/parent interaction.

WHAT IS HOMEWORK?

We strongly believe that homework should not just be a paper based activity with a child sat working independently. The homework we set at St Paul's allows parents/carers to gain a deeper understanding of what their child is learning at school but it also allows the opportunity to play a part in their child's academic development. We do not believe that homework should be an onerous task but one which children can enjoy. It will take the form of many different activities which will be explained within this policy.

We also acknowledge the important role of play and free time in a child's growth and development and with this in mind, we have suggested time scales for how long homework should take depending on the age of the child which will be explained further in this policy.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a project at the local library
- learning number facts (e.g multiplication tables)
- literacy activities both written and verbal
- being an active member of a sports club or youth organisation
- going swimming

It can be seen from this list that homework can be a two way process. Teachers may ask for tasks to be completed at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school.

When teachers set homework, they will ensure that:

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- Time scales for completion are explicit.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- The impact of homework upon the standards of children's attainment is monitored.
- All children will be expected to complete homework tasks to the best of their abilities.
-

HOMEWORK GUIDELINES

As children progress through school, the amount of homework and the expected time spent on these tasks increase.

EYFS

Once children have settled into school and baselines have been completed by class teachers to gain a deeper understanding of a child's ability, they will be provided with a weekly phonics activity and/or a reading book. This will be a fully decodable book which links to the phonics sounds they have been learning that week. Some children may also be given a phonics based activity to consolidate their learning in school. There is also an expectation that children should be reading for 5 minutes every night. More details of reading expectations will be provided further in this policy.

INFANT UNIT (Year 1 and Year 2)

Children will receive weekly homework in the infant unit. This will include up to 10 spellings to practise at home. These words will be linked to phonics learning and/or spellings covered during the English lessons. Year 1 children may also receive additional phonics activities and Year 2 children may receive additional comprehension/ written activities. There is also an expectation that children should be reading for 5 minutes every night. More details of reading expectations will be provided further in this policy. It is anticipated that homework for year 1 and 2 children will take around 30 minutes a week.

LOWER JUNIOR UNIT (Enchanted Elms, Marvellous Maples)

Each week the children will be provided with maths homework via Times Tables Rockstars and spellings via Spelling Shed which they should learn ready for regular spelling quizzes. Paper copies can be requested if you do not have access to the internet.

There is also an expectation that children should be reading for 10 minutes every night. More details of reading expectations will be provided further in this policy. It is anticipated that homework in years 3 and 4 will take around 45 minutes per week.

UPPER UNIT (Dazzling Elders, Wonderful Willows and Mighty Oaks)

Each week the children will be provided with maths homework via Time Tables Rockstars and spellings via Spelling Shed which they should learn ready for regular spelling quizzes. Paper copies can be requested if you do not have access to the internet.

There is also an expectation that children should be reading for 15 minutes every night. More details of reading expectations will be provided further in this policy. It is anticipated that homework in years 5 and 6 will take around 1 hour per week. **Children in Year 6 may receive additional homework during the spring term in preparation for their SATs.**

READING BOOKS

Children's reading books will be changed and monitored by your child's class teacher. Your child should bring their book and reading diary to school every day, even if your child has not completed the book. Reading is much more than just reading the text. Therefore, we ask that books are not just read once before handing them in to be changed. Please encourage 'smooth reading' to develop your child's fluency and also encourage your child to answer questions about the text to develop their comprehension. We recommend that children in the infants re-read the book at least twice. Once to develop their fluency and the second time to develop their comprehension skills by answering questions about what they have read. For further guidance around supporting your child's reading, please visit our school website. <https://stpaulsrawtenstall.co.uk/curriculum-subjects/english/>

EYFS

During the first half term at school, once staff have gained a deeper understanding of your child's ability, children will be provided with a picture book (lilac) which they should look at and talk about with an adult at home. After this, they will then be given a fully decodable book linked to the phonics learning from that week. Reading records will be closely monitored by class teachers and should be signed regularly with a brief comment describing how your child read (e.g. Struggled with the word look, Enjoyed the story and tried hard to use his phonics...) It is anticipated that children in the Infant Unit read for at least 5 minutes every night. This includes books or texts from home/ the library.

Each classroom has a red (to indicate they have not yet completed their book) and a green box (to indicate their book is ready to change). Each day, your child should place their book into the correct box. We will support your child with this as they first begin school.

Infant Unit (Year 1 & Year 2 children)

Children will be provided with a fully decodable book linked to their phonics learning. Children should be encouraged to talk about the books they read and answer questions about the text to help develop comprehension skills. It is essential that your child shows a good understanding of the text before books are handed in to change. Please sign their reading records every time they read, including books which they have read for pleasure and add a brief comment describing how your child read (e.g. Showed a good understanding of the story and could answer questions). It is anticipated that children in the Infant Unit read for at least 5 minutes every night. This includes books or texts from home/ the library.

Once your child has secured the phase 5 of phonics learning, they will then move onto the coloured book banding system where books are no longer fully decodable.

Each classroom has a red (to indicate they have not yet completed their book) and a green box (to indicate their book is ready to change). Each day, your child should place their book into the correct box.

Lower Junior Unit (Enchanted Elms, Marvellous Maples & Dazzling Elders)

The majority of children will be provided with a book from our coloured book banding system. Some children may also be provided with a phonetically decodable book. It is expected that once children become confident readers that they will read to themselves. However, it is useful for parents to listen to their child read one or two pages aloud and ask them questions about the text to help develop comprehension skills. It is essential that children show a good understanding of the text before their books are handed in to change. Please sign their reading records every time they read, including books which they have read for pleasure and add a brief comment describing

how your child read (e.g. Showed a good understanding of the story and could answer questions in detail).

In some cases, children in the Lower Junior Unit may become 'free readers' where they can read their own books from home or our school library. This is at the discretion of your child's class teacher. It is anticipated that children in the Lower Junior Unit read for at least 10 minutes every night. This includes books or texts from home/ the library.

Each classroom has a red (to indicate they have not yet completed their book) and a green box (to indicate their book is ready to change). Each day, your child should place their book into the correct box.

Upper Junior Unit ((Wonderful Willows and Mighty Oaks)

Once children are confident and competent readers they will become 'free readers' where they can read their own books from home or our school library. This is at the discretion of your child's class teacher. Children in the Upper Unit who are still following the school's reading scheme must hand their books to their class teacher once they are ready to be changed. Children's reading records will be closely monitored by your child's class teacher and should be signed regularly by an adult at home with a brief comment even when children are free readers. It is important that you encourage your child to talk about the texts they read and answer questions about the text to develop their comprehension skills. It is anticipated that children in the Upper Unit read for at least 15 minutes every night. This includes books or texts from home/ the library.

PARENTAL SUPPORT

It is essential that parents and carers are an integral part of the homework programme for their children. This can be achieved in a variety of ways:

- Home/School Liaison can be established with parents, through communication that is facilitated through children's homework.
- Parents and children talk, work and spend time together as homework activities are discussed and completed.
- Parents gain a clearer insight into the National Curriculum about the school curriculum and develop the confidence to discuss curricular issues with teachers at Parents' Evenings.
- Parents develop a clearer appreciation of their children's strengths and weaknesses and can become more involved in the on-going assessment of children's progress.
- The research and discussion work generated by homework activities can help to create a family learning ethos within the pupils' homes through the promotion of family learning activities.

- When parents reinforce the work of the school at home, there is a potential for raising standards of achievement even further.

PRESENTATION (For paper based activities)

All homework should be completed in pencil for year 1-3 and in pen from year 4 onwards. All maths homework should be completed in pencil. Your child should be encouraged to take care with their presentation. If they make a mistake, they should use a rubber or draw one line through the mistake if a rubber is not available.

MONITORING

Homework will be monitored on a regular basis. Where there are any concerns regarding a child's homework, the class teacher will be responsible for contacting parents.

CELEBRATION

Considerable emphasis is placed upon acknowledging and praising good work. Children will be rewarded for outstanding homework following our Positive Behaviour system. Parents are also encouraged to praise their children as much as possible.

POLICY REVIEW to go at the end of the policy before the appendices

The Homework Policy will be reviewed every three years.

This policy will be ratified by the Governing Body in October 2025

This policy will be reviewed on or before the following date: September 2027

We are a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of everything we do. The UNCRC articles which are particularly relevant to this policy are:

