



Homework Policy

2026 - 2028

Stanley St Peter's CE Primary School

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Version	Date	Author	Note of revisions
V2	July 2022	Leanne Hick	Writing task homework added to KS1 and KS2 tasks.
V3	June 2024	Leanne Hick	After parent consultation, we have removed the writing homework tasks. Outlined that the Creative Homework tasks are optional.
V4	July 2024	Michelle Wiggins	Removed requirement for Y2 children to complete reading comprehension homework each week.
V5	July 2025	Leanne Hick	We no longer do the writing homework after conducting a homework consultation session and speaking to staff about the impact that it has.
V5	July 2025	M Wiggins	Added a reference to the use of AI to complete homework tasks. Added link to AI Policy.

Stanley St Peter's CE Primary Schools' Homework Policy

Policy Aims

This policy outlines what Stanley St Peter's CE Primary School will do to ensure an inclusive and consistent approach to teaching and learning outside of school. In line with our unique progressive curriculum, homework is set and children are encouraged to, and expected to establish good homework habits from the beginning of their school life.

- Homework is set regularly as a means of reinforcing and extending learning
- Homework is adapted to meet the needs of individual pupils
- Homework should be understood by pupils and parents, and not be seen as an onerous task

Purpose of the Policy

This policy promotes best practice and establishes consistency in home learning across the whole school. It aims to ensure that all children are provided with high quality tasks to extend and practise their learning outside of school to support and improve pupil outcomes.

At Stanley St. Peter's, we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have homework set that will support and extend learning outside of the classroom. Homework will be carefully planned to develop learning, enhance and reinforce skills and understanding, and allow children to consolidate and improve their skills further.

Links with other School Policies and Practices

- Home School Agreement
- Strategies for Learning Spellings at Home
- Teaching and Learning Policy
- Assessment, Marking and Feedback Policy
- Curriculum Visions
- SEND Policy
- Inclusion Policy
- Home Learning Contingency Plan
- AI Policy

Links to legislation

- National Curriculum 2014
- Ofsted Framework
- EYFS Framework

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, and members of senior leadership team to monitor the consistent application of the policy.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy

Ethos

Our aim is to create a happy school where all children have an equal opportunity to develop socially, physically, intellectually, emotionally and morally by way of a broad and balanced curriculum and through stimulating, engaging and challenging teaching in a supportive Christian environment.

We strive to ensure that everyone at St Peter's realises their potential and has the opportunity to be successful.

We use our school vision 'Unlock Potential, Celebrate Success' to promote positive attitudes to learning and to motivate our children to succeed in all that they do.

Stanley St. Peter's Primary is a Church of England controlled school. Governors and staff are proud of this distinction and welcome the opportunity to place the Christian faith at the heart of our school.

Definition

Homework is defined as work set by the teacher to be done at home, either by the child alone or with the support of parent or carer. The main focus of homework will be maths and English, with termly project-based tasks to extend and enhance learning across the curriculum.

Homework will involve some or all of the following activities:

- Reading: independent, shared or paired reading, with possible activities to reinforce comprehension and understanding of texts as children progress through school.
- Phonics, spellings and vocabulary extension: learning sounds and spellings; activities to apply spelling rules and patterns to extended tasks.
- Maths: independent maths tasks with questions that involve arithmetic, problem solving and reasoning that extends the learning in the maths lesson that week.
- Learning number facts and practice of calculation, including problem solving (multiplication tables, number bonds, etc.).
- A creative task linked to the history/geography project area of the curriculum as preparation for, extension to, consolidation of or follow up to work carried out in class.

Through the provision of a variety of activities and approaches to homework we aim to:

- raise standards in all curriculum areas but particularly basic skills in Maths and English
- create a thorough partnership between parents and teachers with regard to children's learning
- consolidate/reinforce pupils' skills, knowledge and understanding of work covered in class
- improve pupils' attitudes to learning and independent learning skill

Outline of Homework

Children will bring home a reading book along with their reading record book every day. Children are encouraged to read these and have the records signed by their parents every night. In addition, children will be given weekly tasks to support learning in English/phonics and maths lessons, as well as a termly creative project-based task. All homework is given out on a Friday and must be returned the following Friday. The termly creative homework task will be adding to the class pages on the school website with details on ideas and submission date. Homework tasks will depend on the age phase that your child is in:

Reception

Reading – When children are ready, they will progress through the RWI phonics books. These start with the Green Letter Sound books, then onto Sound Blending books and finally they will move onto the Ditty Sheets. As well as these books that focus on their RWI phonics, the children will also bring home an 'Enjoy a Story Together Book'. The idea is for you to read the story with your child so they become familiar with stories and they can be enjoyed as a family.

Tapestry- Homework tasks are sometimes set on here and parents can upload photos for the teachers to see.

Creative project-based task (termly)

Year 1

Reading (RWI book and 'Book Bag Book')

Maths Task

Creative project-based task (termly and optional)

Year 2

Spellings (including the spelling rule)

Reading (Accelerated Reader book)

Maths Task

TT Rockstars

Creative project-based task (termly and optional)

In EYFS and KS1, all work will be marked by the teacher or teaching assistant in school ready for the next piece of homework to be given out. Homework is filed in school in an individual folder for each child. If homework is not completed within the week, children will be encouraged to attend the homework club to complete it on Friday break times.

KS2 (Years 3, 4, 5 and 6)

Spellings (including the spelling rule)

Reading (Accelerated Reader book)

Reading Comprehension Task

Maths Task

TT Rockstars

Creative project-based task (termly and optional)

As children progress towards Year 6 they may often be given additional activities and this will also include SATs revision. It is expected that parents encourage greater independence as children move into upper Key Stage 2.

In KS2, all work will be self-marked together as a whole class on a Friday before the next piece of homework is due to be given out. Homework is filed in school in an individual folder for each child. If homework is not completed within the week, children will be asked to stay in to complete it on Friday break times.

Parent Support at Home

There are many ways you can help your child with their work at home:

- Ask your children questions about what they are learning at school (talking helps everyone understand things clearly).
- Play word and number games to consolidate early learning of letter sounds, common vocabulary and number bonds.

- Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are).
- Help them to form letters the way they are taught at school starting at the correct point.
- Test what has to be learned e.g. spellings, times tables, number bonds etc.
- Encourage your child to check over their work.
- Help your child find out additional facts, e.g. by visiting the library or researching on the Internet.
- Encourage the use of more extravagant words and vocabulary when speaking to your child. Model this when you are describing things.

We ask for your support in seeing that homework is done conscientiously and in the best possible conditions. If homework is not completed, children are often at a disadvantage in class, as many homework tasks are discussed in class and often inform future learning.

Teachers will ask children to complete homework in school if it is not handed in. Set time aside for homework and try to make sure it becomes part of your child's daily routine. Encourage your child to establish a homework routine which best suits them, e.g. not when they are becoming tired, etc.

For younger children, little and often is best – 10-15 minutes daily is a good habit. As children become older, they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence. For example, it would be beneficial to get children into the habit of reading every evening; time spent on reading should range from approximately 10 minutes in Key Stage 1 and up to 30 minutes in Key Stage 2. We appreciate this isn't always possible every day but a minimum of 3-4 times a week should be encouraged.

If a child struggles with an activity, try to avoid becoming anxious about it and approach your child's teacher as soon as you can. Teachers will spend more time explaining the task to help you and your child.

The Use of AI

AI may lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- To write their homework or class assignments, where AI-generated text is presented as their own work.
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations).

This list of AI misuse is not exhaustive.

Practising Spellings At Home

It is really important that parents and carers are involved in helping children to learn their spellings. Confidence in spelling allows children to write more freely and imaginatively. You should practise your spellings for 10 to 20 minutes EVERY day. Here are some games or ideas you could use. Why not try a different one each night to keep it fun and interesting? Remember everyone learns by; doing it, seeing it, saying it, writing/drawing it and listening to it so making sure you have used a variety of games and tasks is a great way to ensure the learning sticks!

1) Word Search:

Create your own word searches using your spelling words. Or use this link to get your computer to do it for you.

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

2) Air spelling:

Choose a spelling word. With your index finger write the word in the air slowly, say each letter. Your parent needs to remind you that you need to be able to 'see' the letters you have written in the air. When you have finished writing the word underline it and say the word again. Now get your parents to ask you questions about the word. For example, they could ask 'What is the first letter?' 'What is the last letter?' 'How many letters are there?' etc.

3) Media Search:

Using a newspaper or magazine you have 15 minutes to look for your spelling words. Circle them in different coloured crayon. Which of your spellings words was used the most times?

4) Shaving Cream Practice:

An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table (with your parents' permission and supervision!) and then practice spelling your words by writing them with your finger in the shaving cream.

5) Salt Box Spelling:

Ask your parents to pour salt into a shallow box or tray (about 3cm deep) and then practice writing your spellings in it with your finger.

6) Scrabble Spelling:

Find the letters you need to spell your words and then mix them up in the bag. Get your parents to time you unscrambling your letters. For extra maths practice you could find out the value of each of your words too.

7) Pyramid Power:

Sort your words into a list from easiest to hardest. Write the easiest word at the top of the page near the middle. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built your pyramid

8) Ransom Note:

Cut the letters needed to form your words from a newspaper or magazine and glue them down to spell the words.

9) Spell It With Beans:

Use Lima beans (or any dried beans or lentils) to spell out your words. If you glue them onto separate pieces of card then you will have made a great set of flash cards to practice with for the rest of the week.

10) Pipe Cleaners or Tooth Picks:

These are just a couple of suggestions of things you could use to form your spelling words.

11) Tasty Words:

Just like above but this time try and find tasty things to spell your words with, like raisins. Then, when you spell them right you get to eat them!

12) Design A Word:

Pick one word and write it in bubble letters. Colour in each letter in a different pattern.

13) Sign Your Word:

Practice spelling your words by signing each letter. To see the British Sign Language Finger Spelling Alphabet please follow this link [https://www.british-sign.co.uk/fingerspelling-alphabet-charts/#:~:text=British%20Sign%20Language%20\(BSL\)%20uses,use%20a%20one-handed%20alphabet](https://www.british-sign.co.uk/fingerspelling-alphabet-charts/#:~:text=British%20Sign%20Language%20(BSL)%20uses,use%20a%20one-handed%20alphabet)

14) Water wash:

Use a paintbrush and water to write your words outside on concrete or on pavements.

15) ABC Order:

Write your words out in alphabetical order. Then write them in reverse alphabetical order.

16) Story Time:

Write a short story using all of your words. Don't forget to check your punctuation!

17) Simple Sentence:

Write a sentence for each of your words. Remember each sentence must start with a capital letter and end with a full stop.

18) Colourful Words:

Use two different coloured pens to write your words. One to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.

19) Memory Game:

Make pairs of word cards. Turn them all over and mix them up. Flip over two cards, if they match, you get to keep them, if not, you have to turn them over again. Try and match all the pairs.

20) Finger Tracing:

Use your finger to spell out each of your words on your mum or dad's back. Then it's their turn to write the words on your back for you to feel and spell.

21) Spelling Steps:

Write your words as if they were steps, adding one letter each time. It's much easier doing this on squared paper.

22) Scrambled Words:

Write your words then write them again with all the letters mixed up.

23) X-Words:

Find two of your spelling words with the same letter in and write them so that they criss cross over each other.

24) Ambidextrous:

Swap your pen into the hand that you don't normally write with. Now try writing out your spellings with that hand.

25) Telephone Words:

Translate your words into numbers from the telephone keypad.

26) Secret Agent:

Write out the alphabet, then give each letter a different number from 1 to 26. (a = 1, b = 2, c = 3 ect.) Now you can spell out your words in secret code.

27) Missing Letters:

Ask your parents or carers to write out one of your words lots of times on a piece of paper, but each time they have to miss out a letter or two. Then you have to fill in the missing letters. After you have checked them all, try it again with another word.

28) Listen Carefully:

Ask your parents to spell out one of your words then you have to say what the word is that they've spelt out.

29) Acrostic:

Use words that start with each letter in your spelling word. You're more likely to remember it if it makes sense!

Monitoring and review: putting policy into practice

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of concerns, as appropriate.
- Governors will report on a regular basis to the governing body for monitoring visits.