



St Mary's Priory Catholic Infant and Junior Schools

Love one another
Always do our best
Take care of ourselves and the world
around us

Homework Policy

Last updated: Spring 2026

Next review date: when changes occur

MISSION STATEMENT

Our vision is to build a community where great lives begin.

*To create a **calm, academic excellence** across the school, where we inspire children to:*

- be people of faith, hope and love and to **respect** themselves and others*
- become **confident, independent** learners for life, knowing that mistakes will be made along the way*
- keep safe, be strong and make a **positive contribution** to society*

C O N T E N T S

Aims of the Policy

Roles and Responsibilities

Differentiation

Homework in the Foundation Stage

Homework in Key Stage 1

Homework in Key Stage 2

Monitoring and Marking

Homework Timetable and Guidelines

Aims of Policy

- To provide a clear definition of the purpose and nature of homework at St Mary's Priory.
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

Definition

At St Mary's Priory, we view homework as being a supported or independent task undertaken outside of curriculum time, which reinforces or enriches learning.

Purpose

Research has shown that homework is not a major contributing factor to children's progress at primary school, so it is important to consider this context in when approaching the topic of homework.

Research is also clear, however, that reading is a huge contributory factor in children's academic development, so whether it is considered homework or not, we urge our families to read with the children extensively every day (listen to them, read to them, discuss what you have read).

Homework tasks, therefore, are an opportunity for children to regulate themselves by building up their capacity to work independently on tasks, to develop perseverance and to meet deadlines. It also enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment.

What is the role of the school?

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework.

What is the role of the teacher?

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To monitor and mark homework, where appropriate
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

What is the role of the parent / carer?

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.

- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

Adaptions

In setting homework careful thought is given to the abilities of the children in the class, and tasks are set so that they can consolidate and practice independently; work should not be out of the child's reach – if you feel that the work is too challenging, please make a note on the work so that the class teacher can see or send a note in with your child.

Additional / More Challenging Homework

While we do not expect teachers to set additional or different homework for any individual. If a parent / carer wishes to provide extra or more challenging work for their child at home, then the teacher and / or senior leaders are happy to meet to discuss resources, programmes of work and online resources might help support them in this.

Homework in the Foundation Stage

Enjoying reading together is the most important thing. If parents regularly share books with their child it will make a big difference to his/her success in school. From Nursery, children are encouraged to take home library books to share with an adult at home. In Reception class, they also take home reading books (decodable book that they read) and a library book (one that the parent reads to them) and a reading record book is used to record their daily reading. In addition to this the children are given weekly phonic activities to help them to develop strategies for decoding words.

Children are taught about numbers through songs, rhymes, counting games and practical activities. In Reception class, children are given maths tasks to consolidate and reinforce what they have learnt in school.

Reception children also have a NumBots and Letter-Join account whereby they can practise number facts and handwriting, respectively.

Parents can support and encourage their children by talking to them about what they are learning in school. Information about the termly topics can be found on the school website. Children are encouraged to complete tasks at home related to the class topics such as model making or cooking activities.

Homework in Key Stage 1

For children in Key Stage 1, we encourage parents to work together with their child to support them with their homework. The emphasis remains on Literacy and reading, but we include ways in which children can be supported with important numeracy skills.

Reading in Key Stage 1

Reading on a regular basis is vital when children are in Year 1 and 2. Children will bring their reading books home every evening, and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words i.e. using their phonics knowledge to sound words out, looking at the pictures and looking for words within words, are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read.

Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

Spellings Years 1 to 6

Each pupil from Years 1-6 will be given a set of spellings each week (predominantly based on spelling patterns). The pupils will be asked to learn these spellings, put them into sentences, find words with the same pattern or use them in a story. They will then be tested on these spellings on a weekly basis.

Mathematics Years 1 to 6

Homework will be given weekly, and will focus on key numeracy skills as outlined in the children's maths scheme – "White Rose".

This specifically encourages children to become secure and confident in:

- Counting (place value, number sequences, decimal concepts, etc).
- Number facts (times tables, plus related concepts: $2 \times 7 = 14$, $14 \div 2 = 7$, $0.2 \times 7 = 1.4$ etc)
- Calculation (being able to use a range of methods for all 4 number operations, both written and mental).
- Problem solving, using and applying all four operations (addition, subtraction, multiplication and division) in real life contexts.
- Maths homework may also be used to practise and consolidate skills learned in class that week.

Children in Years 1 and 2 get maths homework via MyMaths (online) and a maths task via Google Classroom.

Years 1 and 2 children also have a NumBots and Letter-Join account whereby they can practise number facts and handwriting, respectively.

Times Tables Years 1 to 6

Times tables will be given weekly from Year 2 up to Year 5. These will be tested frequently, using many different recall activities, including tests.

Year 1 and 2 also have access to Times Table Rockstars to practise their multiplication.

Homework in Key Stage 2

As the children progress through the school the quantity of homework will increase. Children should become more independent in carrying out the tasks set. If a child is unable to complete homework on their own, please speak to the class teacher.

Occasionally, children may be asked to carry out research. We would encourage children to use libraries, the internet and other sources to carry out their homework. Please ensure that children are supervised when using the internet, or install parental controls. If your child does not have access to the internet, they should speak to the teacher who can arrange a time for them to use a school laptop.

Reading in Key Stage 2

It is essential that children are supported in their reading in Key Stage 2, even if they are confident and fluent readers. Read to them, listen to them read. Parents can support their children by asking questions about what they have read, discussing the meaning of new or unfamiliar words or talking about character motives, story setting, plot etc.....

Feedback for pupils, parents or carers and teachers

Feedback about homework tasks can be given in a number of ways:

- Immediately by parents or carers.
- Discussion in class where homework is part of the class work and marked together.
- Through tests such as tables and spellings.

- Pupils reviewing the work in pairs or in small groups.
- Presentation of homework in class to other pupils.

Monitoring and Marking Homework

Staff will monitor the completion of homework by using a variety of methods to check all pupils complete the tasks set within the given time schedule.

Class teachers will be responsible for the setting of homework for their own class. The collecting and assessing homework activities will be overseen by both the class teacher and the TA. Where appropriate, homework activities will be self or peer marked as this enables the children to receive immediate feedback. Therefore it is essential that homework is handed in on time.

Detailed written feedback will not be provided as part of the homework cycle.

Homework Timing and Guidelines

The following table indicates government expectations regarding the amount of time children should spend on homework in primary schools. This is a guideline only; occasionally there may be more or less homework set, depending on the needs of the class at any given time.

Reception	<p><i>Homework should take approximately 1 hour per week</i></p> <p>Homework is set on a Friday and should be completed by the following Friday. Decodable reading books should be returned on Thursday, and they will be given their new book. Homework will consist of:</p> <ul style="list-style-type: none"> - Shared reading with an adult each day - Maths activities - Phonics practice
Year 1	<p><i>Homework should take approximately 1 hour per week</i></p> <p>Homework is set on a Friday and should be completed by the following Wednesday. Homework will consist of:</p> <ul style="list-style-type: none"> - Shared reading with an adult each day - Maths activities (typically written maths task plus My Maths) - Phonics practice
Year 2	<p><i>Homework should take approximately 1 hour per week</i></p> <p>Homework is set on a Friday and should be completed by the following Wednesday. Homework will consist of:</p> <ul style="list-style-type: none"> - Shared reading with an adult each day - Spelling lists and patterns to learn - Literacy activities - White Rose numeracy consolidation (typically written maths task plus My Maths) - Times Tables to learn
Year 3	<p><i>Homework should take approximately 1 ½ hours per week</i></p> <p>Homework is set on a Friday and should be completed by the following Wednesday. Homework will consist of:</p> <ul style="list-style-type: none"> - Shared reading with an adult each day - Spelling lists and patterns to learn - Literacy activities - White Rose numeracy consolidation (typically written maths task plus My Maths) - Times Tables to learn

Year 4	<p>Homework should take approximately 1 ½ hours per week</p> <p>Homework is set on a Friday and should be completed by the following Wednesday. Homework will consist of:</p> <ul style="list-style-type: none"> - Shared reading with an adult each day - Spelling lists and patterns to learn - Literacy activities - White Rose numeracy consolidation (typically written maths task plus My Maths) - Times Tables to learn
Year 5	<p>Homework should take approximately 30 minutes per day</p> <p>Homework is set on a Friday and should be completed by the following Wednesday. Homework will consist of:</p> <ul style="list-style-type: none"> - Shared reading with an adult each day - Spelling lists and patterns to learn - Literacy activities - White Rose numeracy consolidation (typically written maths task plus My Maths) - Times Tables to learn
Year 6	<p>Homework should take approximately 30 minutes per day</p> <p>Homework is set on a Friday and should be completed by the following Wednesday. Homework will consist of:</p> <ul style="list-style-type: none"> - Shared reading with an adult each day - Spelling lists and patterns to learn - Literacy activities - White Rose numeracy consolidation (typically written maths task plus My Maths) <p>Please note, during the Spring term the children follow a revision programme in preparation for the SATs tests in May.</p>

Homework Distribution

Homework will be given on a Friday and collected on Wednesday (in most cases). We ask that parents of pupils in Reception check their book bags for homework. If the homework has been lost or misplaced, please inform the class teacher on Monday.

In Years 1 to 6, homework is set predominantly on Google Classroom.

Older children should take responsibility for checking that they have all the necessary homework. If children are unsure about the homework, they should speak to the teacher on Monday.

Decodable books (Early readers)

We are very lucky to have excellent resources set up for our 'early readers'. These include decodable books which children in Reception and Year 1 take home each week (as well as Year 2 for part of the year, and on occasion, children in the Juniors). In order for us to keep our resources in good condition, we ask that parents and children take great care of our books. If a child's book is lost or damaged, we ask for the book to be replaced by the parent (eg. Purchasing online) or for £5 to be paid to the school so we can replace the book.