

# St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

## Homework Policy

POLICY: Homework Policy  
APPROVED BY: Headteacher  
APPROVED DATE: October 2024  
REVIEW DATE: 17.07.2025

This policy is non-statutory and recommended to be reviewed.

### School Vision

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

*'I instruct you in the way of wisdom and lead you along straight paths'*  
(Proverbs 4:1)

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## **1. Rational**

At St Mary's, we believe that carefully designed, appropriate homework can have a significant positive effect on pupils' learning. We aim to provide homework which contributes to the intellectual flourishing of our pupils and enables them to develop their behaviour for learning as they work independently and in their home.

Homework is varied according to the age, ability and needs of the pupils. It is always related to the curriculum and is a means of supporting pupils' educational progress. Homework is designed for a variety of purposes. These include helping pupils to:

- Develop independent study skills.
- Practise and consolidate skills learned in the classroom.
- Revisit knowledge so that it moves into the long-term memory.
- Extend the breadth and depth of learning begun in the class lesson.
- To develop good study habits and time management.
- To promote a greater love of school and interest in learning.
- Improve children's handwriting and grasp of English grammar, punctuation and spelling.
- For parents and carers to share learning experiences with their children, at home, supporting in developing good study habits and time-management skills.

## **2. Intent**

- i. A policy that complements teaching practices in line with the school's policies on teaching and learning.
- ii. A policy that develops children's behaviours for learning skills.
- iii. A policy that enables provision tailored to the age, ability and needs of pupils in line with the expectations of National Curriculum.

## **3. Equal Opportunities**

This policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation.

## **4. Entitlement**

All children are entitled to have homework set by their teacher, which is matched to their ability and needs. Parents are entitled to share in the learning of their child.

## **5. PPG**

According to the Education Endowment Foundation, pupils eligible for free school meals typically receive additional benefits from homework. However, these pupils may be hampered by a lack of access to appropriate devices.

At St Marys, disadvantaged pupils will be provided with appropriate assistance through the provision of devices or stationery sets. Such support is given on a case-by-case assessment by the school's PPG lead in consultation with the school's senior leadership team.

## 6. Implementation 1 -teachers

The DFE Teacher Standards states that, it is expected that teacher should *'set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.'*

In setting and assessing homework, teachers will:

- give reasonable time for its completion (including time to complete tasks if homework is not returned on time)
- match tasks to children's ability and the age-related expectations of the National Curriculum.
- provide feedback to children on their progress – this can be done either individually or as 'a well-executed whole class feedback' (please refer to section 8 of the school's feedback and marking policy)
- Ensure all children have been shown how to access their homework portal accounts (Timestables Rockstars, Mathletics and Reading Eggs).
- Communicate with parents their children's access log ins to the above portals with printed log in details inside the cover of their homework book.
- Ensure homework pages are 'decluttered' so that current homework is easily found by parents.
- Where necessary, provide additional guidance for parents on accessing homework portals, spelling lists and navigating the year group homework pages.
- In liaison with year leads, set up appropriate systems to monitor and track completion of homework assignments.
- Inform parents when a child has not completed home learning tasks: either verbally or via email.
- In liaison with the school's communication and pupil welfare administrator, ensure new pupils are provided with log in details as well as being shown how to navigate homework portals.
- Ensure assigned learning tasks revise and consolidate learning in line with the school's teaching and learning policies.
- Maximise communication of homework expectations through the following means
  - i. Parent teacher meetings
  - ii. Meet the teacher meetings/presentations.
  - iii. Face to face conversations with parents as needed.
  - iv. The school website and class pages.
  - v. The school's newsletter.
  - vi. Using the school homework book for communicate log in details and expectations.
- Have high expectations for the completion of homework book learning tasks.

## **7. Implementation 2 - Celebrating children's successes.**

To encourage positive behaviour for learning, teachers will nurture children's sense of pride in their successes through the following means:

- Class teachers, year leads and phases leaders will actively encourage and celebrate pupil's effort in the completion of homework learning tasks using assembly certificates, newsletter contributions, sharing children's effort with HT/DHT/Phase Leads, providing stickers, award redeemable Dojo points etc.

## **8. Implementation 3 - Parental support**

At St Mary's, we recognise the importance of developing a sound partnership between parents and children with reference to children's learning.

Parents are:

- provided with additional guidance to support learning at home and to help children with homework tasks.
- encouraged to support the school's homework policy when signing the home school agreement.
- given feedback on how children are doing with homework through marking, during parents' meetings and in annual reports.

## **9. Implementation 4 -The school website**

Most of the homework children will receive is found on our school website. The homework pages are shown in the links below:

Year 6: <https://www.stmarys.slough.sch.uk/year-6/>

Year 5: <https://www.stmarys.slough.sch.uk/year-5/>

Year 4: <https://www.stmarys.slough.sch.uk/year-4/>

Year 3: <https://www.stmarys.slough.sch.uk/year-3/>

Year 2: <https://www.stmarys.slough.sch.uk/year-2/>

Year 1: <https://www.stmarys.slough.sch.uk/year-1/>

Year R: <https://www.stmarys.slough.sch.uk/reception-year/>

Nursery: <https://www.stmarys.slough.sch.uk/nursery-2/>

## **10. Implementation 5 – links to other school policies.**

This policy must be read in collaboration with the following policies:

- Learning and Teaching Policy
- Feedback Policy
- Assessment Policy
- Capability for Teachers Policy

### 11. What homework will my child get?

\*Please note, that your child will be provided with a homework book to complete their weekly homework tasks. The inside covers will contain important details such as their log in details for the homework websites.

**Years R and 1 : green A4 book with 12mm lines**

**Years 2-6: green A4 book with 8 mm lines**

Year group	Daily homework	*Weekly homework	Half termly homework
Nursery	Phonic sound cards which are given in sets.  Reading with an adult (RWI phonics books/library book)  <b>Online learning:</b> Ruth Miskin Portal phonics videos.	<b>Homework books:</b> One piece of Maths homework.  One piece of handwriting/letter formation homework.  <b>Online learning:</b> Reading Eggs - Fast Phonics (20 min).	Projects bingo linked to topics covered in curriculum.
Reception	Phonic sound cards which are given in sets.  Reading with an adult (RWI phonics books/library book)  Spellings  <b>Online learning:</b> Ruth Miskin Portal phonics videos	<b>Homework books:</b> One piece of Maths homework.  One piece of handwriting/letter formation homework.  <b>Online learning</b> Mathletics (30 min) (from Spring ii)  Fast Phonics from the Reading Eggs Portal (10 mins daily)	Projects bingo linked to topics covered in curriculum.
Year 1	Phonic sound cards which are given in sets.  Reading with an adult (RWI phonics books/library book)  Spellings  <b>Online learning:</b> Ruth Miskin Portal phonics videos  Timetables Rockstars (10 mins daily)	<b>Homework books:</b> One piece of Maths homework.  One piece of handwriting/letter formation homework.  <b>Online learning</b> Mathletics (30 min)  Reading Eggs/Fast Phonics (30 mins)	Projects bingo linked to topics covered in curriculum.
Year 2	Phonic sound cards which are given in sets.  Reading with an adult (RWI phonics books/library book/book bands)	<b>Homework books:</b> One piece of Maths homework.  One piece of written homework to support students with one or more of the following:	Projects bingo linked to topics covered in curriculum.

<p>Spellings</p> <p>Targeted handwriting homework to support with specific letter formation</p> <p><b>Online learning:</b> Ruth Miskin Portal phonics videos Timetables Rockstars (10 mins daily)</p>	<ul style="list-style-type: none"> <li>• Composition and effect</li> <li>• Punctuation and spelling</li> <li>• Grammar</li> <li>• Editing and proof reading</li> <li>• Vocabulary building</li> </ul> <p>May link to foundation subjects.</p> <p><b>Online learning:</b> Mathletics (30 min) Reading Eggs/Fast Phonics (30 mins)</p>	
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Year group	Daily homework	*Weekly homework	Half termly homework
Year 3 and 4	<p>Daily reading (15 mins) -with a reading record comment twice a week.</p> <p>Reading with an adult (library book/book bands)</p> <p>Spellings</p> <p>Targeted handwriting homework to support with specific letter formation (as needed)</p> <p><b>Online learning:</b> Timetables Rockstars (10 mins)</p>	<p><b>Homework books:</b> One piece of Maths homework.</p> <p>One piece of written homework to support students with one or more of the following:</p> <ul style="list-style-type: none"> <li>• Composition and effect</li> <li>• Punctuation and spelling</li> <li>• Grammar</li> <li>• Editing and proof reading</li> <li>• Vocabulary building</li> </ul> <p>May link to foundation subjects.</p> <p><b>Online learning:</b> Reading Eggspress (30 mins) Mathletics (30 mins)</p>	Projects bingo linked to topics covered in curriculum.
Year 5 and 6*	<p>Daily reading (15 mins) -with a reading record comment three times a week.</p> <p>Spellings</p> <p>Targeted handwriting homework to support with specific letter formation (as needed)</p> <p><b>Online learning:</b> Timetables Rockstars (10 mins)</p>	<p><b>Homework books:</b> At least one piece of Maths homework.</p> <p>One piece of written homework to support students with one or more of the following:</p> <ul style="list-style-type: none"> <li>• Composition and effect</li> <li>• Punctuation and spelling</li> <li>• Grammar</li> <li>• Editing and proof reading</li> <li>• Vocabulary building</li> </ul> <p>May link to foundation subjects.</p> <p><b>Online learning:</b> Reading Eggspress (30 mins) Mathletics (30 mins)</p>	Projects linked to topics covered in curriculum.
<p>*As children progress towards Year 6, they may often be given additional activities. This will also include SATs revision. It is expected that parents encourage greater independence. as children move into upper Key Stage 2.</p>			

## Appendix I (exemplar homework page)

### Homework

Home >> Children >> Year Group Pages >> Year 4 >> Homework

[Homework](#)

**Expectations:**

Daily homework	Weekly homework	Termly homework
<ul style="list-style-type: none"> <li>Reading (15 minutes per day)</li> <li>Write 2 reading record comments per week (Monday and Wednesday)</li> <li>Spellings - practise and memorise a few words each day.</li> </ul> <p><b>Online homework:</b></p> <ul style="list-style-type: none"> <li>Timestables Rockstars (10 minutes each day)</li> </ul>	<p><b>Homework books</b></p> <ul style="list-style-type: none"> <li>One piece of Maths learning.</li> <li>One piece of grammar/ punctuation activity which will also enable handwriting practise.</li> <li>(Given on Friday, returned on Tuesdays)</li> </ul> <p><b>Online homework:</b></p> <ul style="list-style-type: none"> <li>Reading Eggspress - comprehension activities (30 minutes per week) each Thursday</li> <li>Mathletics (30 minutes per week) each Friday</li> </ul>	<p><b>Termly project</b> work based on our topics of learning.</p>

### Important information



Green homework book



Spelling homework



Online learning portals



Example reading record comments



Maths scheme of work



Year 4 reading list



Termly Bingo

## Appendix II – Bingo project guides

### Homework – Bingo Project

#### How to deliver guide

1. Each child will have one Bingo project sheet per half term.
2. This should be printed and stuck into to the student’s book at the start of the half term.
3. The learning tasks are split into 4 learning areas:
  - Communication and language
  - Creative development
  - Personal/social development
  - Literacy
4. Each learning area will contain a choice of 4 projects presented as a column -linked to the half term the year group Parent Curriculum letter.
5. Pupils to complete a minimum of 4 projects (one from each column) but may complete more if want to.
6. Stickers/Class dojo points for each task completed with evidence of good effort.

Area of learning	Purpose	Evidence
Communication and language	Develop students’ oracy, public speaking skills.	1–2-minute oral presentation in the final week of term.
Creative development	Nurture creative skills such as drawing, videography, DT, singing etc	Artwork such as collages, drawings, paintings, designs etc.
Personal/social development	Encourage students’ awareness of sports, use of local facilities or amenities such as Slough libraries or parks etc.	Performance of music or singing (can be recorded with the video shared in class)
Literacy	Support students in developing their content knowledge in focus texts and other areas of English through fun activities.	Book review or presentation of books borrowed from the library  Photographic evidence of visits to specific locations. Audio/video recording of story retellings.  Wordsearches or crosswords made using focus text vocabulary.  PowerPoint presentations.

# Year 4 -Autumn i term BINGO projects!

Communication and language	Creative development	Personal/social development	Literacy
<b>History/Geography</b> Using Google Maps, plan a journey to the British Museum with public transport. Present the journey with timings to the class.	<b>Art</b> Create your own illustration telling us about a time you visited the local park- what games did you play?	<b>PE</b> Research and create fact file of your favourite football player/sports person.	<b>English</b> <i>Spelling</i> Create a wordsearch which shows all the names of the main characters from Mufaro's Beautiful Daughter'
<b>Science</b> Prepare a presentation to explain to the class how the digestive system works.	<b>Music</b> Practise and sing a song from our focus Charanga music scheme band ABBA.	<b>Slough library</b> Visit the CURVE and sign up for a free library card. Bring in a book you have borrowed from Slough library.	<b>English</b> <i>Story mountain</i> Create your own story mountain or writing plan to describe the plot of Mufaro's Beautiful Daughter' <i>video link to be provided*</i>
<b>RE</b> Create your own presentation on why and how Jewish people observe Sabbath.	<b>DT</b> Help your parents prepare a meal. This could be something simple like preparing a salad.	<b>Computing</b> Create your own information video presentation (2 min max) educating others on what being SMART is.	<b>English</b> <i>Story retelling</i> Create a video recording of you reading Mufaro's beautiful daughter out aloud. Can you add some background music? <i>video link to be provided*</i>

1 point	1 point	1 point	1 point	1 point
1 point	1 point	1 point	1 point	1 point

Rules:

1. Complete 1 project from each area.
2. All project submissions must be of good quality/effort.
3. You may discuss with your teacher/ask for help from home.
4. Projects must be completed by the last week of the half term.
5. Presentations will take place on the last week of the half term.

**Appendix III – information on homework websites.**

Name of website	Link	Details
Timestables Rockstars	<p>Video link  <a href="https://www.youtube.com/watch?v=k9EwnMgh7qs">https://www.youtube.com/watch?v=k9EwnMgh7qs</a></p> <p>Website link:  <a href="https://trockstars.com/">https://trockstars.com/</a></p>	<p>Support students in learning the timestables and division facts up to 12 x 12.</p> <p>Challenge and extend most able students with learning the multiplication and division facts beyond 12 x 12.</p>
Reading Eggs	<p>Video link  <a href="https://readingeggs.co.uk/">https://readingeggs.co.uk/</a></p> <p>Website link:  <a href="https://readingeggs.co.uk/">https://readingeggs.co.uk/</a></p>	<p>Support LKS2 and KS1 pupils in securing phonics knowledge through games.</p> <p>Develop Student ability in comprehension skills.</p>
Mathletics	<p>Video link  <a href="https://www.youtube.com/watch?v=8l1CSl5yMsw">https://www.youtube.com/watch?v=8l1CSl5yMsw</a></p> <p>Website link  <a href="https://login.mathletics.com/">https://login.mathletics.com/</a></p>	<p>Maths quizzes to enable students to practise and revise maths taught in class.</p>

Reading Eggs portal navigation.



**Reading Eggspress (purple button)**

Aimed at KS2 pupils – vocabulary building, comprehension skills.

**Library and reading journal (middle button)**

Exposure to different genres of age-appropriate literature.

**Reading Eggs (light blue button)**

Aimed at KS1 vocabulary building, comprehension skills.

**Fast Phonics**

Phonics games designed to embed reading of phonic sounds.

**Appendix IV – exemplar spelling homework**

Autumn 1 week 4 (words ending in zhuh spelt – sure)

You practise your spellings each day for at least 10 minutes in the back of your green homework books. You will be tested each Friday.

**Practise Your Words!**



Look



Say



Cover



Write



Check

	Day 1	Day 2	Day 3	Day 4	Day 5
1. sure					
2. treasure					
3. measure					
4. leisure					
5. enclosure					
6. pleasure					
7. closure					
8. ture					
9. mixture					
10. adventure					