

# Homework Policy

St. Thomas More's Catholic Primary School



Approved by the Governing Body: Summer 2026

Next Review:

Summer 2028

## **Our Mission Statement**

As we walk together with Jesus we love, live and learn

## **Introduction**

For these guidelines 'homework' refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

## **The purpose of homework**

- homework activities are carefully selected so that they will be beneficial to the learning in the classroom e.g. learning their tables will help them in their maths;
- developing an effective partnership between the school and parents and other carers in pursuing the aims of the school. This is also, of course, the purpose of home school agreements;
- consolidating and reinforcing skills and understanding, particularly in English and Maths;
- exploiting resources for learning, of all kinds, at home;
- extending school learning, for example through additional reading; and encouraging pupils as they get older to develop the confidence and self discipline needed to study on their own, and preparing them for the requirements of secondary school;

## **Through this policy we aim to:**

- ensure consistency of approach throughout the school;
- ensure progression towards independence and individual responsibility;
- ensure parents/guardians have a clear understanding about expectations from themselves and the pupil;
- improve the quality of learning experience offered to pupils;
- extend and support the learning experience via reinforcement and revision;
- provide opportunities for parents, pupils and school to work in partnership;
- the provide opportunities for parents and pupils to work together to enjoy learning experiences;
- encourage children to develop long term strategies for future needs.

For children in Key Stage 1 and Foundation Stage homework may involve short activities of different kinds - simple games, learning about words

and number facts and, of course, reading together - all of which provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older homework provides an opportunity for children to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. Individual classes will set out the expectations on timings for homework setting and hand in during initial teacher meetings at the beginning of the year.

**The following timetable can be used as a guide to the type and amount of homework which is appropriate for pupils of different ages and it is subject to change.**

Foundation Stage *10 mins Daily	KS 1 *10-15mins Daily	Yr 3 & 4 *20 mins Daily	Yr 5 & 6 *30 mins Daily
Phonics	Spellings/phonics	Spellings	Spelling Punctuation and Grammar
Maths	Number Bonds/ Times Tables	Times Tables	Times Tables
Reading*	Reading*	Reading*	Reading*
Find out about...	Find out about...	Topic Work	Topic Work
Computer Programmes: Reading Eggs Sumdogs Maths Seeds Numbots TT Rockstars Spelling Shed			

Regular reading is vital. Homework should very largely consist of regular reading with parents and carers and looking at books together.

**One of the key messages for parents and carers is that all primary**

**school age children should either read to their parents or carers, or if they are fluent readers read on their own, for at least 10 to 20 minutes a day.**

This may be done in the context of homework, for example a six year old reading her school reading book to a parent or a ten year old reading a reference book for a history project. Or it may be done separately - parents reading stories to children or children reading out signs or notices on the way to school.

In addition to these regular activities, children should be given some homework, gradually increasing in its demands, of other kinds.

This may include:

- finding out information;
- reading in preparation for lessons;
- preparing oral presentations;
- more traditional written assignments.

The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning.

### **Inclusion**

Setting the right type and amount of homework for all children is not always easy. Some children may benefit from special tasks separate from the homework set for other children in the class. On the other hand, it is important that they should do as much in common with other children as possible. Setting appropriate homework, which does not demand too much or too little of children and their parents, needs close coordination between class teachers, special needs co-ordinators and parents.

Tasks should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied - and not purely written assignments;
- be manageable for teachers.

The purposes of homework should apply equally to pupils with SEND. Homework should not be seen as the way of attempting to get these pupils to catch up with the rest of the class. There is a strong belief in 'over-learning' for pupils with SEND. This is considered to be effective in helping them to make progress and depends on regular parental support which is carefully fostered.

### **Feedback for pupils, parents or carers and teachers**

Where homework is done together with adults, children will often receive feedback on what they are doing. In the case of work they do on their own it is very important that they build on work carried out in the class, and receive appropriate feedback. This may be through class work (for example class discussion or feedback, on work of which the homework assignment is a part) or through tests (for example multiplication tables and spellings), or through individual comments from their teacher (for example on written assignments). Providing individual written feedback is, of course, demanding on teachers' time. The range of tasks set for homework should take this into account, with the aim of keeping the workload of teachers manageable. Other strategies to achieve this objective should also be employed, such as asking pupils to review their own work in small groups. At a more general level, recognition of children's efforts, for example by mentioning them in assemblies or publicising the achievements of particular classes, is very important in maintaining pupils' motivation.