



Saint Thomas More Catholic Primary School

Homework Policy

Consulted with staff	November 2023
Agreed by governor committee	Not applicable
Ratified by full governing body	
Date for review	September 2025
Signature of Chair of Governors	
Signature of Headteacher	

St Thomas More Catholic Primary School

Homework policy

Jesus Christ said 'Let the children come to me, do not hinder them' (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

'Saint Thomas More Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff and volunteers to share this commitment.'

1 Introduction

At St. Thomas More we believe parental involvement is fundamental to a child's success at school. Learning is a lifelong process that takes place both at home and in school. We aim to develop this partnership through our Homework Policy. Children's welfare is our primary concern. This includes mental health. Homework should be used in a balanced and proportionate way.

2 Aims

This policy aims to:

- Raise achievement;
- Ensure a consistency of approach throughout the school;
- Ensure teachers, parents and carers have a clear understanding about expectations of themselves and pupils;
- Ensure that homework supports learning in class and is not used simply as a bolt-on.
- Ensure that the school uses current research on best-practice to ensure homework has the maximum impact possible.

2 Why have homework?

Homework, when used well, can:

- Support the development of an effective partnership between home and school
- Support the learning that takes place at school
- Consolidates and reinforce skills and knowledge of concepts taught
- Provide children with opportunities for independent learning
- Meet the needs of individual children
- Encourage children to develop resilience, independence, self-discipline and individual responsibility
- Support parents in understanding the learning expectations for their child
- Prepare children at the end of KS2 for secondary transfer

4 Content and Format of Homework

What does the research show?

Research (EEF, 2021; Huntington Research School, 2017) shows that for homework to be most effective it should:

- Be short and focused
- Be frequent
- Involve practice or rehearsal of subject matter already taught
- Be meaningful (pupils should be able to understand why the homework is important)
- Be achievable

Therefore, it is the aim at St Thomas More Catholic Primary to set homework that is short and focused on developing a key skill or learning specific knowledge. The majority of homework set will follow these guidelines, however occasionally, homework will be set that requires a more creative or research-based approach.

Younger children will require more support to complete homework activities. However, as children mature, they will be expected to gain greater independence in scheduling and completing their homework tasks.

The most important aspect of homework at primary level is reading frequently and regularly to an adult. There is an abundance of research that suggests reading frequently enables children to perform better academically and the OECD (2002) reports that reading for enjoyment is the most important factor for children's educational success.

We expect children to read as frequently as possible: books that have been provided as part of the reading scheme and texts that children have chosen themselves. It is expected that parents and carers listen to their child read and talk about the text to promote greater understanding of meaning and understanding of the intentions of

the author. As children become more competent readers, they will be expected to read for longer periods of time independently, with parents and carers still listening to and discussing their reading, but less often.

A second key area of homework is Maths fluency. Children are increasingly taught to reason in their maths lessons, but in order for them to be able to do this more easily, it is essential that they are able to recall a range of maths facts instantly and accurately. Therefore, children will regularly be given maths homework asking them to learn or practise maths skills that have been taught in the classroom.

Spellings will also be sent home regularly to be learned. This is because being able to spell age-appropriate words allows pupils to write with flow and is a key aspect of writing, forming an important part of the assessment of writing. Pupils are expected to learn the spellings that have been set and to be able to write the words correctly in a test and in written sentences.

There may be times during a unit of work where a longer, more creative or research-based activity will be set as homework.

Homework will be set that is appropriate to the age and ability of the child. If, after support has been offered at home, homework appears to be too challenging for a child, parents should contact the class teacher to discuss the matter and identify support that can be given or alternative homework.

Where possible, homework will be assessed in class. This will provide an opportunity for class teachers to offer immediate feedback, for example going over a question or spelling that lots of children have found challenging. We believe that this is a positive learning experience for children in that teaching points can be made and mistakes corrected and explained. Homework not completed by the set time may not be marked.

A general outline of the amount and frequency of homework is detailed in the table below.

Age	Type of homework	Frequency
Nursery	<ul style="list-style-type: none">Weekend newsRead Write Inc (as the year progresses)Theme-related work	<ul style="list-style-type: none">WeeklyWeeklyOccasionally
Reception	<ul style="list-style-type: none">Words to decode, and/orReading bookHandwritingNumber focus	<ul style="list-style-type: none">5 minutes, 5 times a week with an adult5 minutes, 5 times a week to an adultWeeklyWeekly

	<ul style="list-style-type: none"> • Next steps • Theme-related work 	<ul style="list-style-type: none"> • As appropriate • Occasionally
KS1 (Y1 & 2)	<ul style="list-style-type: none"> • Reading • Spelling • Handwriting • Maths • Theme-related work 	<ul style="list-style-type: none"> • 10 minutes, 5 times a week to an adult • Weekly • Weekly • Weekly • Occasionally
LKS2 (Y3 & 4)	<ul style="list-style-type: none"> • Reading • Spellings • Handwriting • Maths • Theme-related work 	<ul style="list-style-type: none"> • 15 minutes: 3 times to an adult, 2 times independently a week • Weekly • Weekly • Weekly • Occasionally
UKS2 (Y5 & 6)	<ul style="list-style-type: none"> • Reading • Additional English work • Spellings • Handwriting • Maths • Confirmation homework 	<ul style="list-style-type: none"> • 30 minutes: 1 time to an adult, 4 times independently a week • As necessary • Weekly • Weekly • Weekly • As appropriate

5 Homework in Early Years

In Nursery parents/carers are expected to read with their child daily. Some homework activities will be given out for holiday periods. Parents/carers will also be encouraged to work with their children on their given targets which are shared at Parents' Evenings.

In Reception parents/carers are expected to read with their child daily and for this to be recorded in their child's reading diary. Individual reading books are sent home with the children.

From the spring term, spellings linked to the Read, Write Inc. programme will be sent home weekly for children to practice before a 'spelling test' in class.

Over the course of Reception year parents/carers will also be encouraged to work with their children on their given targets which are shared at Parents' Evening. Home Activity sheets to target individual children's areas for development will be sent home as appropriate. Children are also encouraged to bring in examples of learning they have undertaken at home to share with the rest of the group.

6 The Role of the Parent/Carer

Parents/carers are a child's primary educator and their role in helping children with homework is crucial. Parents are expected to listen to their child read regularly and to discuss what has been read with their child. Younger children will need support to complete homework, for example to learn spellings. As children progress through the school, parents are encouraged to support their children's growing independence by ensuring that homework is completed and by offering appropriate time and space for children to complete homework. A balance should be sought between encouraging a child to work independently and ensuring the child asks for help when needed. Parents are expected to ensure all homework is completed by their child.

7 Consequences for failure to complete homework

Not completing homework is a concern as the child may not have learned a skill or knowledge sufficiently or may not be fully prepared for the next lesson. It is also important for children's developing independence, responsibility and self-discipline that homework is completed promptly and to a high standard. Homework expectations gradually increase as a child progresses through school to support them in being ready for the homework expectations of pupils in secondary school

If a piece of homework is not completed by a given deadline, the class teacher will use their professional discretion and may extend the deadline (if the child has a good reason for not completing it) or may keep the child in at lunch or break time to ensure the work is completed. Repeated occurrences of incomplete or late homework will result in the parent being notified.

If a child persistently fails to complete their homework the school's Behaviour Management Policy will apply.