



St. Andrew's C of E (VA) Primary
School

Homework Policy

Date:	September 2026
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Next review due by:	September 2027
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Introduction

Schools and parents have a shared priority to deliver the best outcomes for their children. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home.

At St Andrew's, we believe that homework is an opportunity for parents/carers to become active partners in supporting learning and this helps parents understand key curriculum expectations. Homework can help promote a positive attitude to learning at home and show children that home and school are working together in partnership.

Homework can be an emotive subject. We appreciate that life outside school can be busy; many children have extra-curricular clubs and parents may have a range of commitments that make it difficult to support homework. As such, we want to be clear about our rationale for setting homework and our expectations.

At St Andrew's we aim to;

- Provide homework that is an integral part of learning, rather than an add-on. This gives pupils the opportunity to extend their learning of core skills in reading, writing and maths, which will further support their learning in class.
- Encourage children to develop the confidence, independence, resilience and motivation needed to study away from the school environment
- Provide opportunities for parents and children to work together, thereby, fostering an effective partnership between home and school
- Ensure a consistent approach throughout the school

There is an established link between the home learning environment at all ages and children's performance at school. Research and longitudinal educational studies (for example from the Educational Endowment Foundation) have shown that at primary school, the most effective homework is reading and the learning of rapid recall facts. Our approach to homework at St Andrew's is reflective of this research.

Core Homework

Foundation: daily reading, phonemes and word recognition including tricky words.

Year 1 & 2: daily reading, spellings and regular practice of Number Bonds or Times Tables and Mathematics (20mins)

Year 3 & 4: daily reading, spellings and regular practice of Times Tables and Mathematics (25mins)

Year 5 & 6: daily reading, spellings and regular practice of arithmetic and Mathematics (30-45mins)

**Homework may look slightly different for Year 6 as they prepare for end of year assessments and secondary school.*

Optional Homework

Each long term, teachers may also choose to give pupils one optional homework task linked to the

termly theme to enrich their learning and give them the freedom to demonstrate their skills creatively. Many children love this more open style of homework and have enjoyed sharing their work with the class. It gives pupils the opportunity to extend their learning in areas of personal interest and stimulate imagination and creativity.

The role of parents

As children progress through school, we want them to become increasingly independent and self-motivated when completing homework. Parents can really help their children by working with them to create a regular routine and encourage good homework habits. Consider what works for you, your child and their daily routine – some may prefer to complete bite size chunks of homework each day, others may want to have 3 longer sessions of half an hour across the week. Parents can support their children by gently encouraging them to set goals, plan, and manage their time, effort and emotions. Over time, this type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.

Homework routines will be outlined on the termly class letter/web page and activities will be shared with families in a homework book which comes home weekly. Look out for tips, support, and resources from staff which can make home activities more effective.

Communication between home and school is important – this is a two-way thing. Please reach out with any suggestions or tell us if you find it difficult to support homework. We are always available to offer advice or plan workshops to support you.

Reading

From **Foundation to Year 2**, children gradually develop the phonic skills they need to decode words and read with fluency. Younger children bring home reading books that will only contain words with the phonemes that they have already been taught in school. We ask parents to sit with their child, encouraging them to break tricky words down into phonemes that they can sound out and blend. In early reading development, reading each book 3 times will help your child to gain fluency as each time the children will become more familiar with the words and read more fluently with appropriate expression and intonation. Talking about the book with your child, asking questions and sharing an enjoyment of reading is also important. Each child has a reading record that parents are asked to fill in.

From **Year 3 to Year 6**, continued support with children's home reading remains a crucially important way to support their learning. Though many children in KS2 are 'free readers' it is important that listening to them read aloud occurs during the week. Children will bring home scheme books, banded according to the children's needs and developing vocabulary, and/or books they have chosen from our school library. As in KS1, having stories read aloud to them should continue, further developing tone, intonation and expression as the text becomes more complex. Exposure of and discussion around word meaning, inferred messages and news and magazine articles is beneficial. At the start of each year, parents will be given VIPERS question prompts to support children's comprehension skills, these will also be available on request.

Each child has a reading record; parents or children can record instances of reading at home, but this must still be signed off by an adult.

For further information please look at the guidance on our website: [Reading guidance for parents](#)

Spelling

Every year group has a list of 'need to know' spellings, these will be stuck into homework books.

Throughout school, children will be given sets of weekly spellings, linked to their developing phonics and year group spelling requirements. We know that all children learn differently and the key is to find a way which works for your child. For information on creative spelling strategies, please look at the guidance on our website: [Spelling guidance for parents](#)

As a school, we subscribe to an online spelling programme called Spelling Shed which offers a variety of games to help your child learn their spellings. From Year 1, each child has their own login, and your child's spellings will be uploaded every week for them to practise.

Maths

Mathletics: This is an online programme that we subscribe to: <https://login.mathletics.com/>. Children have the opportunity to use Mathletics at school, however, will benefit from further practice at home. As little as 10 minutes a day can help improve competence and confidence. Each correct answer earns your child 10 points and if they achieve 1000 points in a week, they get a certificate. Certificates are celebrated in class (or assembly) each week and the most active users in each class may go into a draw for reward time at the end of the term (for example, an afternoon of indoor curling!).

TT Rockstars: Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 16,000 schools – both primary and secondary – worldwide. Logging in to Times Table Rockstars is very simple. It is accessed by logging in to <https://play.ttrockstars.com/public> on any device. Children in Y3-6 have been given their username and password, children in Year 2 will be given a password later in the year.

Optional White Rose Maths parent/child workbooks: Where parents want to further support their children, they may like to use these work books which align with our ongoing schemes of work in class: [Parent-Pupil maths workbooks](#) If unsure of their current unit of learning, please ask your child's teacher.

Pupils with SEND:

We aim to ensure that all tasks set are appropriate to the ability of all. We endeavour to adapt any tasks set so that all children can access homework at their level. When setting homework to pupils who have SEND, we refer, if necessary, to their Individual Educational Plans or EHCPs.

Feedback

We want children to feel that their effort is valued and their successes are acknowledged. Feedback will be given to pupils on their homework in a number of ways:

- Directly from the teacher in the form of verbal feedback
- Peer feedback during lessons or sharing outcomes/certificates in assemblies
- Marked tests (spelling/times tables etc)

Use of IT

There are many websites containing highly educational material which can have a powerful effect on children's learning. A large part of our homework can be supported through online programmes, for example, the use of Mathletics and TT Rockstars to support mathematical understanding. These programmes are highly effective, offering children tailored, repetitive and fun opportunities to practise core skills, however, we also give suggestions of other, non-screen-based ways you can practice these skills if you prefer. Parents are advised to always supervise their child's access to the internet and ensure parental security settings are appropriate and up to date. Please refer to our Online Safety Policy for further information.

The use of AI and online research is changing the way children gather information and has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. If children are completing longer, optional projects at home, we do not want them to be passive recipients of information and wholly reliant on AI to answer questions. We want them to think for themselves, to be curious and creative learners who can gather a range of evidence to produce their own work, expressed in their own way.