



## **Ashton St. Peter's Church of England Voluntary Aided Primary School Homework Policy**

**Ratified in February 2026**

**Update in February 2027**

### **School Vision**

At Ashton St. Peter's, we believe that education enables every child to discover and develop the keys to life and learning. Through curiosity, responsibility, resilience and independence, homework supports children in unlocking their potential both academically and personally.

### **Aims of the Policy**

- To provide a clear definition of the purpose and nature of homework
- 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 ensure homework contributes meaningfully to children finding the keys to life and learning by fostering independence, perseverance and responsibility
- To ensure the policy makes an important contribution to the quality of teaching and learning in the school

### **Definition**

At Ashton St. Peter's, homework is viewed as a supported or independent task undertaken outside of curriculum time which reinforces and consolidates fundamental skills within English and Mathematics while developing habits that enable children to become confident, lifelong learners.

### **Purpose**

Homework at Ashton St. Peter's supports children in finding the keys to life and learning by:

- providing opportunities for parents to be involved in their child's learning journey
- enabling children to practise, apply and consolidate essential skills
- developing independence, responsibility and self-motivation
- encouraging perseverance, organisation and reflective learning habits
- nurturing a positive attitude towards learning beyond the classroom

Homework is set at an appropriate level for each child's ability so that all pupils experience success and challenge.

## **Good Practice**

At Ashton St. Peter's, we believe the following principles underpin effective homework:

- Clear communication ensures parents and children understand expectations and organisation
- Homework allocations are explicit and purposeful
- Structured routines support children in developing consistent learning habits
- Teachers set clear learning intentions and tasks are appropriate and meaningful
- Homework supports children in developing independence and responsibility for their learning
- Monitoring systems support engagement and identify barriers before action is taken
- The reasons why homework has not been completed are investigated before action is taken
- Homework is completed a minimum of 5 times across the week using a "little and often" approach
- In Year 5 and Year 6, each child is provided with a Learning Diary and daily reading is recorded
- The policy is reviewed annually, or more frequently if required

## **Organisation**

Progression is planned from Reception to Key Stage Two through age-appropriate activities and increasing expectations, supporting children as they grow in independence and responsibility for their learning.

### **Reception**

Children read daily to an adult and practise ELS flashcards when issued.

### **Year One**

Children read with an adult for approximately 10 minutes daily and practise weekly spellings each day. NumBots is encouraged throughout the week to embed fluency facts.

### **Year Two**

Children read daily for at least 10 minutes with an adult. Spellings are practised daily using the homework sheet. Children are encouraged to access Spelling Shed. NumBots and TTRS are accessed for at least 10 minutes each across the week.

## **Year Three**

Children read daily for at least 15 minutes with an adult. Spellings are practised daily using Spelling Shed and the homework sheet. TTRS is accessed for at least 25 minutes across the week.

## **Year Four**

Children read daily for at least 20 minutes with an adult. Spellings are practised daily using Spelling Shed and the homework sheet. TTRS is accessed for at least 25 minutes across the week.

## **Year Five**

Children read daily for at least 25 minutes with an adult and complete a journal activity when finishing a book. Spellings are practised daily using Spelling Shed and the homework sheet. TTRS is accessed for at least 30 minutes across the week. Access to Xtra Math is encouraged.

## **Year Six**

Children read daily for at least 30 minutes with an adult and complete a journal activity when finishing a book. Spellings are practised daily using Spelling Shed and the homework sheet. Xtra Math is accessed daily and TTRS use is encouraged.

## **Roles and Responsibilities**

### **Teachers**

- Plan purposeful homework linked to curriculum learning
- Provide encouragement, recognition and feedback
- Support children in developing independence and responsibility
- Investigate reasons for incomplete homework before applying sanctions in UKS2

### **Parents**

- Support and encourage their child's learning
- Provide an appropriate environment for homework
- Engage positively with the school to support progress

### **Children**

- Take responsibility for completing homework
- Develop independence and organisational skills
- Approach learning with perseverance and pride

# **Responding to Children and Supporting Completion**

## **Reception**

Children receive praise and encouragement. Any difficulties are discussed with parents.

## **Key Stage 1**

Children receive praise and encouragement. Records are kept and additional time may be given if needed. Concerns are discussed with parents.

## **Years 3 and 4**

Completion is recognised and rewarded. Pupils who frequently do not complete homework may attend a homework support club with parental consent.

## **Years 5 and 6**

Effort and commitment are recognised and rewarded. Teachers monitor completion and inform parents if concerns arise. Children may complete tasks during the school day where appropriate.

## **Special Arrangements**

Tasks are adapted to meet the needs of all learners, including those with special educational needs and those requiring additional challenge, ensuring every child can access learning and experience success.

## **Monitoring and Evaluation**

Homework provision is regularly monitored to ensure it supports high-quality teaching and learning and contributes to children finding the keys to life and learning. The Senior Leadership Team may review samples of Home School Learning Diaries and planned activities. Parent feedback is gathered through consultations and other opportunities.

## **Review Procedures**

This policy will be reviewed:

- Annually — February 2027
- When required by the school
- If amendments are required by the Local Authority