St Martin and St Mary C of E Primary School

Homework Policy: Information for Parents & Carers

Our School Vision and Values

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

'Life in all its fullness' John 10.10

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community. To create an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

At St Martin and St Mary these are the Christian values that are the most important for our school. These values will help make our school a great place to be.

Friendship Love Forgiveness Trust Honesty Faith

We believe that children learn best when parents, the school and children work together in partnership.

Approved by	
Name	Louise Swindlehurst
Position	Headteacher
Signed	
Date	June 2026
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Our homework policy aims.

1. Reinforce and practise essential learning
    - Homework should consolidate key knowledge and fluency (reading, number facts, spellings) that children have already met in class.
2. Build reading habits and vocabulary
    - Regular shared reading and age-appropriate reading practice that develops fluency, comprehension and a love of reading.
3. Develop independent learning habits and self-regulation
    - Tasks should encourage planning, persistence and simple metacognitive skills (set a goal, check progress).
4. Strengthen the home–school partnership
    - Homework should be a way to communicate what pupils are learning and to provide parents simple, low-stress ways to support that learning.
5. Be proportionate, inclusive and purposeful
    - Homework should be short, accessible for all children (including those with SEND) and not widen disadvantage. It must have a clear purpose and be quality over quantity.

Ways in which parents can support children's learning at home:

- Try and hear them read every day (as little as 5 minutes will do!)
- Keep it short and consistent: A short regular slot (e.g., after school snack or before bed) is better than long, irregular sessions.
- Praise effort and routines: Notice persistence, not just correctness. Use simple praise: "I like how you kept trying."
- Focus on conversation: Ask children to explain what they did at school before starting homework — this deepens understanding.
- Read to your child at a level they understand. 'Share a book for enjoyment' This helps with building stamina and understanding. Audio books are also a good way of increasing your child's reading skills.
- Give them help and encouragement. Try and get involved and above all talk to them about their learning and listen to what they tell you.
- There are many websites that can help your child explore the subjects they are learning at school. There will be many useful links which we will share with your child.
- During school holidays, continue to hear them read and revise their 'times tables'.
- For Year 6 children we use revision guides (maths and spelling, grammar and punctuation) for both homework and focused class-based lessons

Expectations:

The curriculum for each year group is carefully planned, becoming increasingly more demanding as the children get older. The same applies for homework. As the children get older it is expected that home work will take longer to complete and help a child further develop their independence skills.

Some homework is in preparation for weekly assessment tests e.g., spelling and times tables. Other homework supports work done in lessons. Homework will not always receive written marking. Teachers will review homework in a variety of ways, including discussion, self-checking, class review activities, quizzes and verbal feedback. Family time, play, sport, worship, clubs and wellbeing are integral to children's personal development and are valued alongside academic learning. Homework should be purposeful, proportionate and supportive of a healthy balance between school and home life.

Early Years Foundation Stage (EYFS)			
Area	**Tasks**	**Expected time to complete**	**Frequency**
Reading	Read with the children at home Tricky work books Letters and sounds books	5-10 minutes	3 to 4 times per week record in home/school book
Phonics	Look at each week's new sounds and key words in learn packs	5-10 minutes	3 times per week
Maths	Suggested weekly activities	5 minutes	weekly
Web based activity	Busy Things	Phonics, reading and maths	As and when

Key Stage 1			
Area	**Tasks**	**Expected time to complete**	**Frequency**
Reading	Read with the children at home using their chosen book or library book Phonics activities	5 - 10 minutes	At least 4 times per week plus library book record in reading record
Spellings	Rainbow Words and words linked to phonics learning/spelling patterns	5 -10 minutes	Weekly given out on Friday
Maths	Maths challenge/activity	5 – 10 minutes	Weekly, given out on Friday
Other	Sometimes a task related to a topic		Half termly
Web based activity	Busy things Education City TTRS Spelling Shed		As set by the class teacher
Other	SATs question practice papers		Half termly

Lower Key Stage 2			
Area	**Tasks**	**Expected time to complete**	**Frequency**
Reading	Reading to self or an adult as appropriate.	10 -15 minutes	At least 4 times per week (record in reading diary).
Spellings	Learn words for the weekly test.	10 minutes per evening	Spelling tests weekly
Maths	Work linked to weekly maths focus.	20 minutes	Weekly work and handed in on a Friday.
Web based activity	Times Tables Rock Stars Spelling shed	10 minutes	Weekly tables practise Weekly spelling practice
Other	Sometimes a task related to a topic or project.	2- 3 weeks often over a half term	Termly

Upper Key Stage 2			
Area	**Tasks**	**Expected time to complete**	**Frequency**
Reading	Reading to self	10 -15 minutes Independently	Daily
	Reading to parents Reading Comprehension Practise	10 -15 minutes 20 minutes	3 times per week. Parents to record in reading diary Weekly
English	SATs revision Grammar and Punctuation revision practise	30 minutes	Weekly
Spellings	Word list to learn for a weekly test.	7 days	Spelling tests weekly
Tables	All tables mixed TTRS	10 -15 minutes	Each week
Maths	SATs practice of mixed topics. Arithmetic focus	30 minutes	Weekly
Web based activity	Times Table Rock Stars Spelling Shed Research on topics	10 minutes	Weekly tables practise Weekly spelling practice
Other	Sometimes a task related to a topic or project.	2- 3 weeks often over a half term	Termly