

# St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



## *Mission Statement*

*Loving and learning together, with Jesus*

# Homework Policy

Policy Ref No	CUR026
Date of Policy	March 2026
Review date	March 2027

## **St Peter's Intent**

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

## **Purpose**

We aim to help children to develop a firm sense of self-confidence, self-discipline and love for extended learning through the active participation of all the stakeholders (pupils, teachers, parents/guardians and the rest of the school community) in the school's homework/extended learning programme.

## **Purpose of homework:**

- To develop and nurture an effective partnership that supports the aims of the school by involving teachers, pupils, parents and parish in extended learning.
- To further inform parents of the curriculum the children are studying within the school.
- To consolidate and reinforce skills and understanding.
- To extend school learning, for example, through additional reading and research.
- To encourage pupils to develop the confidence, self-discipline and independent working patterns needed as they get older and prepare to study on their own in secondary school and beyond.

## **Content**

Homework is expected to link to work experienced in class or ongoing learning that requires practise. The emphasis is on quality. Guidelines for homework for different phases is provided below:

### **Early Years and Foundation Stage**

Reading to adults daily.

High frequency word flash cards to practise reading and writing over the course of the year.

Activities to support phonic development and general literacy skills.

Maths activities linked to learning from the week.

### **Key Stage 1**

**Year 1:** Reading to adults daily.

Phonics/Spellings– once a week.

Mathematics and English three times weekly (Tuesday, Wednesday, Thursday).

**Year 2:** Reading to adults daily.

Phonics/Spellings – once a week.

Times tables (x2 x5 x10)

Mathematics and English three times weekly (Tuesday, Wednesday, Thursday).

### **Lower Key Stage Two**

**Year 3:** Reading to adults daily.

Spellings – once a week.

Times tables (x2, x5, x10, x3, x4, x6).

Mathematics and English three times weekly (Tuesday, Wednesday, Thursday).

**Year 4:** Reading to adults daily.

Spellings – once a week.

Times tables (x2, x3, x4, x5, x6, x7, x8, x9, x10, x11, x12) .

Mathematics and English three times weekly (Tuesday, Wednesday, Thursday).

## **Upper Key Stage Two**

### **Year 5 and 6:**

Reading daily.

Spellings – once a week.

Times tables (all including related facts).

Mathematics and English three times weekly (Tuesday, Wednesday, Thursday).

### **Expectations**

Homework will be set via the class page on the school website and submitted to the class teacher.

KS1 homework is mainly practical activities and will sometimes require work to be handed in.

KS2 will be required to complete the three English and Maths tasks in their Pink Homework book, unless their class teacher direct them otherwise. Homework is set on a Monday and should be handed in on Friday.

The children will self-assess their learning against the criteria set from their teacher. Homework should be consistent within each year group. Homework will be adapted, where necessary, to cater to the needs of individuals. From Years 1-6, each short task in the week is expected to be completed and submitted that evening in order to have the greatest impact on the child's learning. If a child is struggling with the learning set, they are to discuss this with the class teacher the following day to receive further support in class.

Children are expected to complete their homework to a high standard and ensure that presentation is of a high quality.

### **SEND**

Homework set will cater for different attainment groups and specific needs, where necessary. Consultation and support will be provided by the Inclusion Leader when requested or if advised.

### **Parental Involvement**

Parents and guardians are expected to:

- Support and guide child with their homework (including reading).
- Encourage their child to talk about the feedback they have received.

### **Monitoring and Evaluation of the Policy**

The policy will be regularly monitored and any necessary changes will be reported to the LGC.