

Homework Policy

Reviewed: Jan 2026



The Stour Academy Trust

Trust Vision

We are:

A Multi Academy Trust at the forefront of providing a 21st century education for children.

We have a vision for education that gives children the necessary skills to thrive in our modern, 21st century world.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision.

We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others.

Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

We are:

- Collaborative
- Nurturing
- Inclusive
- Ambitious
- Innovative

It is generally agreed that some form of work at home is desirable for all primary age children. Homework should not be an unpleasant experience and, in general, should be used to reinforce children's school work. Homework also gives parents an opportunity to discuss school work with their children, providing some understanding of, and insight into, the National Curriculum.



Aims

Through this policy we aim to:

- Develop an effective partnership between the school and parents in pursuing the aims of the school (as with the home/school agreement).
- Encourage and enhance the school work ethic.
- Consolidate and reinforce skills and understanding, particularly in reading, spelling, grammar and arithmetic.
- Enable parents to share in the life of the school.
- Help prepare older children, particularly those in year 6, for life at secondary school.
- Where applicable, children in KS2 are able to take home their school device to support this

For the policy to be successful and to make the greatest contribution to learning, the following criteria will need to be met:

- There is consistent practice across each academy in setting, managing and feeding back on homework (age appropriate).
- Parents to fully understand the task which enables them to effectively support their child.
- Parents are treated as partners in their children's learning.
- There are high expectations of pupils in completing homework.
- Pupils receive acknowledgement their work.
- Homework policies are regularly monitored and evaluated to check that they support pupils' learning in the best possible way.

The purpose, type and amount of homework which is appropriate for pupils of different ages

The purpose of homework changes as children get older. Formal homework starts in Year 1 and is gradually introduced from the start of the year. For children in Key Stage 1 and Early Years, developing a partnership with parents and involving them actively in children's learning is the key purpose and the activities children are asked to do at home may better be described as 'homework tasks' or home learning, rather than 'homework'. The use of Tapestry in Reception will support this dialogue.

English homework will focus on reading and maths on mathematical fluency.



Technology

Pupils are able to continue learning at home using the same tools and methods as they do in the classroom. Accessibility strategies used in the classroom can continue to be used in the home environment. Parents can support children with their learning based on the classroom practise which is accessible from their device.

Management of Homework

Homework will be acknowledged and seen by the teacher. There are many different ways of providing feedback other than through written comments, e.g. sharing homework with the rest of the class, producing work for display etc. Providing written feedback is demanding on teachers' time.

Other strategies may include pupils reviewing their own work in small groups. N.B. Rewards, stickers, certificates are important tools in maintaining pupil motivation. Each child completing homework will receive 5 dojos and help them achieve their star badges!

Homework does not just mean formal exercises carried out by children without help from adults. We positively encourage adult support. In the case of Key Stage 2 children, the involvement of parents in joint activities, which may be only brief, is most valuable in promoting children's learning.

By the time children reach Year 6 their homework programme will cover a range of tasks and curriculum content, with a regular weekly schedule. This approach benefits their learning and also ensures that, in relation to homework, their transition to Year 7 (secondary school) is as smooth as possible.

Recommended time allocation for homework

All homework will be set on Fridays and be returned Thursdays. Children have the choice of completing their homework any day, thus allowing them to still attend important clubs such as beavers, cubs, brownies, birthday parties, sports, etc.

Years 1 and 2 15-20 mins per day – focusing on phonics, number bonds and simple sentences

Years 3 and 4 20-30 mins per day – focusing on times tables, +, -, x and ÷ and clear letter formation.

Years 5 and 6 20-30 mins per day – focusing on times tables, arithmetic,



reading comprehension and SATs style questions.

This includes daily reading practise and activities to build maths fluency.

Star learners

Teachers will suggest a couple of projects or activities that the children can engage in to enhance their learning over the term. These efforts will be shared centrally in the school and in celebration assemblies.

Mathematics

It is a requirement of the National Curriculum that children know all of their times tables by the end of year 4, at which point they will undertake a national multiplication check. We recognise the significant impact mental arithmetic has on children's ability to move forward in the curriculum and complete the complex requirements of the new curriculum. Our mathematics homework will focus on mental arithmetic, number facts and times tables. This may not always be a written task as we recognise that verbally rehearsing number facts, times tables and mental arithmetic with an adult at home is an efficient and effective method of learning. Times Table Rock Stars and Num Bots may be used to support children's learning.

Reading

It is well recognised that reading at home with an adult gives children the best possible opportunities to improve their reading skills. We have deliberately reduced the 'formal' homework set and given a longer period of time to complete this so that reading can remain a focus. It is desirable for parents to listen to their children read every night for at least 15 minutes. In Reception and KS1, a decodable text that matches with children's phonics will be assigned on Collins e-books, a picture book selected by the child, and a further non-decodable text for the adult to read too. In KS2, children will read for pleasure through reading a book from school, a library book or a range of reading materials from home which interests them.

Younger children may also be sent home with phonics 'sounds' to practise at home and if children need extra support they will be provided with additional activities/games to support their phonics learning at home.



Reading records are completed by parents each time they read with their child as children work towards the incentive of filling their bookmarks and receiving a free book from school.

Parents' role

Parents are expected to support and encourage their child by giving time and a home environment in which homework can be done. Children benefit enormously from being able to discuss what they have done with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work, but rather discuss it and suggest how it might be done differently or improved. Constructive and encouraging comments enable the child to develop a better understanding of the work and reinforce what is taught in school. In RECEPTION and Y1 parents are able to comment on Tapestry regarding their children's learning and sharing photos of their children engaged in home learning.

