

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



Homework Policy

January 2026

Homework Policy

Statement of Intent.

This policy is written in line with our school values:

We choose courage over comfort because we know that ‘the Lord our God is with us’ (Joshua 1:9).

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life’s challenges.

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“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others’ needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

“Let all that you do be done in love.” (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

"If your brother sins, rebuke him, and if he repents, forgive him." (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.
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"And you will know the truth, and the truth will set you free." (John 8:32)

Therefore, through this policy, we aim to:

- Develop the curriculum to address the needs and extend the fascinations of all our children
- Build curiosity and excitement about the world we live in through rich first-hand experiences and visits
- Nurture the aspirations and hopes of our children so they can achieve highly
- Cultivate children's wider interests through high quality extra-curricular opportunities
- Ensure that all children make good or better progress in English and Math's
- Build strong, positive and supportive relationships between pupils, staff, parents, governors and the community
- Develop children's collaboration skills
- Work closely with parents and families to ensure that children are safe and flourish through their school years

Responsibilities

The headteacher and governing body will:

- write a policy to ensure consistency of homework across the school
- check compliance of the policy
- monitor the effectiveness of the policy
- review the policy regularly and make appropriate updates as required

Teachers will:

- plan and set regular homework for pupils
- provide an explanation of homework tasks and ensure all pupils understand what they have to do
- ensure all homework given is purposeful and links directly to what is being taught in the classroom
- set homework that is appropriate to the child's ability
- monitor homework regularly and make sure pupils are completing it
- give specific feedback to pupils where appropriate
- communicate with parents if there is a problem regarding homework
- be available for discussion if necessary to parents and pupils about homework
- ensure homework takes equal opportunities into account and that the needs of pupils with disabilities are considered
- reward quality work and praise children who complete homework in line with the school's behavior policy
- ensure children have access to their usernames and passwords
- allow opportunities for children to access a weekly homework club

Parents and carers will:

- support and encourage their child in completing homework
- become involved in their child's homework and encourage their child to have a positive attitude towards it
- make sure that their child completes homework to a high standard and on time
- provide suitable conditions and resources for their child to complete homework
- praise their child and celebrate achievements with regard to their homework
- inform teachers of any issues that may arise and co-operate with the school to find a solution
- keep the school informed of any change in circumstances which may affect their child's learning and homework
- encourage your child to discuss homework with you, including feedback from teachers.

Pupils will:

- take responsibility for their own learning and complete homework on time
- have a positive approach towards homework
- put the same effort into homework as would be expected of class work
- make sure they understand the tasks that have been set and seek clarification if needed.
- ensure that they have everything they need to complete homework and return to school all books/stationery needed to complete their homework.
- take pride in the presentation and content of their homework and perform to a high personal standard

Types and amount of homework

We increase the amount and complexity of homework that we give the children as they move through the school. Homework in Foundation Stage is set half-termly. Homework in KS1 and KS2 is set in two different ways:


- weekly in the form of short quizzes. This is to allow children to revise year group expectations for SPAG and maths. These are set on a Friday using maths.co.uk and SPAG.com and are to be completed by Friday of the following week, unless notified otherwise. KS1 and KS2 will be set one SPAG and one maths quiz. Weekly homework also involves reading, practising spellings and multiplication facts.
- half termly homework 'projects' linked to topic. These are to be published on class pages on the school website. Any sheets required are posted online and paper copies are available upon request. The types of homework all have specific aims:

Type of homework		
	Securing Basic Skills	Collaborative projects and Experience based activities
Specific Aims	<ul style="list-style-type: none"> • Address specific needs/areas for development • Ensure good or better progress in English/Maths 	<ul style="list-style-type: none"> • Develop children's collaboration skills • Extending curiosity, excitement and fascinations • Cultivate wider interests
Compulsory?	Yes	No

As shown above, some aspects of homework are compulsory, and some are optional. Activities which support the acquisition of basic skills are compulsory; activities which develop other aspects of children's development are optional because at St Mary's, we appreciate that family time is also an important part of children's development and for many families, this already incorporates activities which develop children's collaboration, curiosity and wider interests.


Year 5 Autumn 1 Homework Projects


Here is an overview of what we will be covering this half term and suggested projects for you to have a go at.




In Geography we will be learning about:
Natural Disasters: The Impact of Tectonic Plate Boundaries (Ring of Fire)
Project: Create a model of Earth and its layers.

In Art we will be looking at: The Eye by MC Escher
Project: Create your own surrealist sketch of an eye using line, tone and texture.






In Music we will be listening to:
The Planet Suite – Gustav Holst
Project: create and compose two contrasting pieces of music inspired by Venus and Mars



In Science we will be learning about:
Earth and Space
Project: Create your own news report based on a real or imaginary space mission



Homework to be completed by Friday 7th October

Progression and feedback

Below is an overview of the progression in compulsory homework across the year groups. Recorded alongside this is the type of feedback given: this varies according to the type of homework and activity.

	Compulsory homework linked to securing basic skills	Feedback
YR	<ol style="list-style-type: none"> Daily reading Word Aware (autumn 2 term) 	<ol style="list-style-type: none"> Reading records checked daily. Children are praised verbally if they read 5 times in one week. Word aware – word/concepts of the week
Y1	<ol style="list-style-type: none"> Daily reading 5x spellings per week 1x Maths Activity from maths.co.uk (10 questions) 1x SPAG Activity from SPAG.com (10 questions) <p>(One Maths and SPAG during autumn 1. Two per half term during autumn 2. Fortnightly from spring 1 and weekly from spring 2).</p>	<ol style="list-style-type: none"> Reading records checked daily. Children are praised verbally if they read 5 times in one week. Spelling test – a score and verbal feedback is given to pupils. Activities from maths.co.uk and SPAG.com are automatically marked and feedback given instantly. Teachers have access to diagnostic information – this is used to inform planning.
Y2	<ol style="list-style-type: none"> Daily reading 10x spellings per week TT Rockstars 3x per week (from spring term) 1x Maths Activity from maths.co.uk (10-15 questions) 1x SPAG Activity from SPAG.com (10-15 questions) 	<ol style="list-style-type: none"> Reading records checked daily. Children are praised verbally if they read 5 times in one week. Spelling test – a score and verbal feedback is given to pupils. Pupils receive immediate feedback through the TT Rockstars programme. Teachers have access to diagnostic grid created by TT Rockstars – this is used to inform planning. Maths and SPAG is automatically marked and feedback given instantly. Teachers have access to diagnostic information – this is used to inform planning.
KS2	<ol style="list-style-type: none"> Daily reading 10 spellings/week TT Rockstars 3x per week 1x Maths Activity from maths.co.uk (20 questions) 1x SPAG Activity from SPAG.com (20 questions) <p>Y6: in addition to above, personalised pinpoint booklets linked to SATS in Maths.</p>	<ol style="list-style-type: none"> Reading records checked daily. Children are praised verbally if they read 5 times in one week. Spelling test – a score and verbal feedback is given to pupils. Pupils receive immediate feedback through the TT Rockstars programme. Teachers have access to diagnostic grid created by TT Rockstars – this is used to inform planning. Activities from maths.co.uk and SPAG.com are automatically marked and feedback given instantly. Teachers have access to diagnostic information – this is used to inform planning.

Recording homework

Children can record homework in their reading diaries. Reading will be recorded in children's reading records. Clear guidance will be given for project-based homework.

Pupils with Special Educational Needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavor to adapt any task set so that all children can contribute in a positive way. Should you have any concerns about barriers to your child completing homework, in the first instance you should speak to the class teacher. You can also access advice and support from the school's SENDCO: Miss A Wain

Completing homework

When children are unable to complete certain aspects of their homework, they will have the opportunity to access the relevant resources during weekly homework clubs.

Monitoring and Review

It is the responsibility of the governing body to agree and then monitor the school homework policy. The governing body may, at any time, request from the head teacher a report on the way homework is organised in the school.

Policy Written: October 2018

Policy Reviewed: July 2025

Review Date: July 2026