



‘With Jesus we can achieve what we dream and believe’

Homework Policy March 2026

St Michael's Catholic Primary School

This homework policy has been written in light of feedback from parental questionnaires, informal discussions with parents, and consultation with staff and governors.

We believe homework consolidates and reinforces skills and understanding in Maths, English and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents/carers and children to work together and, thereby, fostering an effective partnership between home and school.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong and effective partnership between home and school.

We recognise that all children need leisure time and hope that our policy reflects a good balance, allowing children to extend and consolidate their learning with parental support, whilst still allowing ‘down time.’

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectations, so by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a week and/or weekend, in order to fit around family lifestyles and commitments.

School Year Group	Frequency and amount of homework	Type of homework
Foundation - Nursery	5-10 minutes x 3 times per week	<ul style="list-style-type: none"> • Children should share a book and read at home at least three days per week, and this should be recorded in their reading record by a parent/carer • Children are asked to bring things in during the year to enhance focused activities
Foundation- Reception	<p>5-10 minutes x 3 times per week</p> <p>5-10 minutes per week</p>	<ul style="list-style-type: none"> • Children should share a book and read at home at least three days per week, and this should be recorded in their reading record by a parent/carer <p>One of the following:-</p> <ul style="list-style-type: none"> • Learning new sounds/spelling • Maths focused activity • English focused activity • Children are asked to bring things in during the year to enhance their wider curriculum learning
Key Stage One -Year One	5-10 minutes x 3 times per week	<ul style="list-style-type: none"> • Children should share a book and read at home at least three days per week, and this should be recorded in their reading record by a parent/carer

	10-15 minutes per week	<p>One of the following:-</p> <ul style="list-style-type: none"> • Spelling • Maths • English • Wider curriculum work
Key Stage One –Year Two	<p>10-15 minutes x 3 times per week</p> <p>10 - 15 minutes per week</p>	<ul style="list-style-type: none"> • Children should read at home at least three days per week, and this should be recorded in their reading record by a parent/carer • Children are encouraged to access online learning platforms at home across the week, as appropriate to their age and stage e.g. Reading Eggs, Reading Plus, Times Tables Rockstars, Mathsframe <p>Two of the following:-</p> <ul style="list-style-type: none"> • Spelling/handwriting • Maths • English • Wider curriculum work
Key Stage Two -Year 3	15-20 minutes x 3 times per week	<ul style="list-style-type: none"> • Children should read at home at least three days per week, and this should be recorded in their reading record by a parent/carer • Children are encouraged to access online learning platforms at home across the

	15 -20 minutes per week	<p>week, as appropriate to their age and stage e.g. Reading Eggs, Reading Plus, Times Tables Rockstars, Mathsframe</p> <p>Two of the following:-</p> <ul style="list-style-type: none"> • Spelling/handwriting • Maths • English • Wider curriculum work
Key Stage Two (Year 4)	15-20 minutes x 3 times per week	<ul style="list-style-type: none"> • Children should read at home at least three days per week, and this should be recorded in their reading record by a parent/carer • Children are encouraged to access online learning platforms at home across the week, as appropriate to their age and stage e.g. Reading Eggs, Reading Plus, Times Tables Rockstars, Mathsframe
	15 -20 minutes per week	<p>Two of the following:-</p> <ul style="list-style-type: none"> • Spelling/handwriting • Maths • English • Wider curriculum work
Key Stage Two (Year 5)	20-25 minutes x 3 times per week	<ul style="list-style-type: none"> • Children should read at home at least three days per week, and this should be

	20-25 minutes 2 x per week	<p>recorded in their reading record by a parent/carer</p> <ul style="list-style-type: none"> Children are encouraged to access online learning platforms at home across the week, as appropriate to their age and stage e.g. Reading Eggs, Reading Plus, Times Tables Rockstars, Mathsframe <p>Two of the following:-</p> <ul style="list-style-type: none"> Spelling/handwriting Maths English Wider curriculum work
Key Stage Two (Year 6)	<p>25-30 minutes x 3 times per week</p> <p>25-30 minutes 2 x per week</p>	<ul style="list-style-type: none"> Children should read at home at least three days per week, and this should be recorded in their reading record by a parent/carer Children are encouraged to access online learning platforms at home across the week, as appropriate to their age and stage e.g. Reading Eggs, Reading Plus, Times Tables Rockstars, Mathsframe <p>Two of the following:-</p> <ul style="list-style-type: none"> Spelling/handwriting Maths English

		<ul style="list-style-type: none"> • Wider curriculum work
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Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> ✓ delegated powers and responsibilities to the Teaching and Learning Committee and to the Headteacher to oversee the development of this policy ✓ nominated a link class governor to visit the school/classes regularly, to liaise with the Headteacher, staff and to report back to the Governing Body ✓ responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	<p>The Headteacher will:</p> <ul style="list-style-type: none"> ✓ promote this policy by raising its status and importance ✓ ensure that homework is built into teachers planning ✓ provide supportive guidance for parents ✓ keep up to date with new developments with regard to homework ✓ monitor and evaluate this policy
Role of the Teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> ✓ integrate homework into their planning; ✓ set interesting tasks or activities ✓ set homework appropriate to each child ✓ explain when, what and how the work is to be done so that each child clearly understands ✓ Mark homework in line with marking and feedback policy ✓ Provide all children with a homework book

Role of Parents/Carers	Parents/carers are asked to: <ul style="list-style-type: none"> ✓ praise the value of homework to their children ✓ provide a suitable space in their home where their children can concentrate on their homework ✓ establish a homework routine such as no television; ✓ provide materials pens, pencils etc. ✓ go through the homework before their child starts and discuss the completed work when finished ✓ find time to work with their child or be at hand if a problem arises ✓ discuss, encourage and praise their child's efforts ✓ contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it ✓ feedback to staff so the school can monitor and evaluate its effectiveness
Role of Children	Children are asked to: <ul style="list-style-type: none"> ✓ complete their homework and hand it in on time ✓ listen carefully in class to make sure they understand what is asked of them ✓ contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate ✓ make sure they get feedback on their homework ✓ highlight to the School Council any ideas they may have about homework ✓ complete their homework using appropriate writing materials ✓ have a go at all their homework activities
Types of Homework	All homework tasks and activities are designed to consolidate and

	reinforce skills and understanding in maths, English and the wider curriculum.
<p>Feedback</p> <p><u>Homework Marking Policy</u></p> <p><i>All homework will be marked in line with the school's marking policy. No additional written comments will be given.</i></p>	<p>All children receive prompt feedback on their homework in a variety of forms such as:</p> <ul style="list-style-type: none"> ✓ verbal (individual or whole-class as appropriate) ✓ written (e.g. calculations ticked or dotted, spelling mistakes highlighted and edited) ✓ praise and recognition during an achievement assembly <p>Parents are asked to:</p> <ul style="list-style-type: none"> ✓ give teachers any feedback they feel might be useful ✓ encourage their children to talk about the feedback they have received ✓ contact the school if they have any concerns
Monitoring the Effectiveness of the Policy	The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.

Date Approved by Governing Body: 16/03/26

Chair Governors: Oluwashina Rufus and Philippa Agate

Headteacher: Jade Gordon

Next Review Date: