



Keep your roots deep in Jesus Christ the Lord, build your lives on him
and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

Homework Policy

January 2026

We aim for all children to develop the skills and confidence to flourish. The focus of our homework policy is on the enjoyment of learning and to foster self-study.

At Inskip St. Peter's we appreciate how important the links between parents and teachers are and the need for us to work together. We believe that it is important that children bring home 'activities' or 'work' from an early age to help them learn, to reinforce basic skills and for them to see parents and teachers working together.

Learning at home is an essential part of good education. Regular homework is important as it gives pupils the opportunity to practise and extend at home the tasks and knowledge covered in class, and helps the pupils work towards improving important skills. It also helps children and young people to become confident and independent in their learning, which will help throughout their time at school and in adult life.

The range of home / school tasks varies throughout the school, according to the age of the child. The one thing that remains constant throughout is the fact that it can only benefit your child if we have your support and we work together.

The homework we give at Inskip St. Peter's is designed to reinforce and support the learning that happens during the school day.

Pupils with Special Educational Needs

At Inskip St Peter's CE Primary School we set homework for all children as a normal part of school life. We ensure that tasks set are appropriate to the ability of the child. If a child has SEND we endeavour to adapt any task set so that all children can contribute in a positive way whilst doing as much in common with other pupils as they can.

Equal Opportunities

At Inskip St. Peter's CE Primary School governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

Pupils who fail to complete homework

All pupils are expected to complete homework on time. Teachers will keep records of pupils doing their homework which will be regularly checked. If pupils fail to complete homework, teachers will contact parents to find out why. Children will then be given the opportunity to complete these tasks at home and if this is not undertaken pupils may be expected to spend their playtime completing unfinished homework.



Keep your roots deep in Jesus Christ the Lord, build your lives on him
and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher.

Inskip St Peter's CE Primary School Homework Plan

Upper School – Years 5 and 6

The children are given a **Homework Tasks** worksheet every term with a set of **topic-based** activities and tasks. These can be completed in any order and either brought into school, photographed or emailed to the teacher when complete. The teacher specifies each term how many tasks are expected to be completed and by when. Some of these tasks might take longer than others to complete and some may be ongoing throughout the term.

On top of this, each week, all children are set at least two Education City Website tasks which cover subjects such as **spellings**, **maths** strategies and **science** topics. This work is monitored by the teacher each week online. The children have a week to complete these activities before new tasks are set.

Children are also expected to **read** at home every day.

Pupils in **Year 6** also have additional homework in their run up to the statutory testing in May (**SATs**). This also supports with the transition to high school where children are expected to carry out nightly homework for up to 1 hour a night.

Middle School – Years 3 and 4

Each week, Middle School children are asked to complete two or more relevant activities on Education City. The tasks are relevant to upcoming learning or are rehearsing previously taught skills. Activities cover **English**, **Maths** and **Science** areas. We track the weekly progress and encourage children to access any activities missed to keep skills bubbling.

Middle School children are expected to **read** on a daily basis. **Times tables** and **spellings** are also practised and rehearsed.



Keep your roots deep in Jesus Christ the Lord, build your lives on him
and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

Lower School – Years 1 and 2

In Lower School **reading** is our main focus for homework. The children are expected to read at home to an adult every day for 10 to 15 minutes. At school your child is taught every day through phonics. At this early stage of their learning to read journey there is nothing more important you can do than share the love of reading and support your child's progress in reading by listening to and helping them read each day.

In addition to reading we ask you to be aware of **maths** opportunities for learning in everyday life, counting, learning the 2, 5, and 10 times tables, notice and learn to tell the time on an analogue clock. You can do this through songs, when baking or cooking, doing house chores (folding socks into pairs learning to count in 2s), playing board games etc.

Finally, continue to develop their **knowledge and understanding of the world** by talking together every day about things that are happening in nature, hobbies and skills you and they enjoy and real world events that you come across.

Lower School – Reception year

We do not have a set pattern or rigid structure for homework within our Early Years Foundation Stage (EYFS) as the children come into school with very individual learning needs. However getting into a pattern of learning together each day after school sets up great habits for the future.

Learning together is the emphasis for children in the Early Years Foundation Stage (EYFS). The activities are Literacy based with a strong emphasis on reading together and phonics. Maths activities may be sent out as and when these are deemed appropriate.

What type of work will my child get?

Reading

In Reception, parents will be informed of the graphemes/phonemes and tricky words that the children are learning in school as they are learnt in lessons. We will send home a small phonics book which is updated each day when a new sound is taught. You should flick through the book each night recapping the sounds learnt so far. Starting in the autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways: -

Adults reading to children

Parents are encouraged to share books from their own homes, the School Library and other Library facilities. They are also asked to share reading in the environment when it is appropriate i.e. signs and captions in the street. Parents should encourage children to point to words as they are being read. Discussion about the books is important.



Keep your roots deep in Jesus Christ the Lord, build your lives on him
and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

Children reading to adults

When they are ready to, children will start bringing simple books home to 'read' to an adult. Some of the books in the first term will be 'text-less books' – much valuable conversation and discussion can be had about the pictures and the layout of the book. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

After 'text-less books' children will receive book with words.

Tricky words

Children learn to read tricky words as part of 'Red Rose Letters and Sounds' phonics scheme. Parents will be sent a list of the tricky words for each phase after the children have learned them. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. The teachers may send home games to give parents some ideas. It would be useful if these words were practiced on a regular basis in the summer holiday before Year 1, as well as parents continuing to share books with their child.

Letter formation.

Children will receive letter formation cards and rhymes, which complement the Red Rose Letters and Sounds phonics scheme.

We ask that at home parents encourage the children to write/mark make at every opportunity. In school the children have constant access to our 'Message Centre' that has a variety of pens, paper, drawing tablets, scissors, tape etc and are encouraged to mark make all day long. Make it fun and value all writing: -

- Write silly messages to each other

Hide messages in shoes, drawers, pockets to find and delight over them. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. The teachers may send home games to give parents some ideas. It would be useful if these words were practiced on a regular basis in the summer holiday before Year 1, as well as parents continuing to share books with their child.

Letter formation.

Children will receive letter formation cards and rhymes, which complement the Red Rose Letters and Sounds phonics scheme.

We ask that at home parents encourage the children to write/mark make at every opportunity. In school the children have constant access to our 'Message Centre' that has a variety of pens, paper, drawing tablets, scissors, tape etc and are encouraged to mark make all day long. Make it fun and value all writing: -

- Write silly messages to each other
- Hide messages in shoes, drawers, pockets to find and delight over
- Write 'secret' messages that hold a 'code' that when you read it unlocks a super power
 - Play at schools, write down the dinner choices for the register
 - Shopping lists
 - Letters to Father Christmas/Tooth Fairy
 - Writing birthday cards



Keep your roots deep in Jesus Christ the Lord, build your lives on him
and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

- Using a clip-board to make lists of all the insects they can find in the garden
 - Writing a postcard
- Writing in the sand on the beach, in the mud, in bubbles on the side of the bath
 - Making letters and numbers out of Playdough

Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don't fall into bad habits. Value all writing, encourage them to sound the words out, use their 'phonics fingers' as they say the word aloud and then write down the sounds they hear.

Numeracy

We encourage parents to count with their children up to twenty and to also encourage their children to read and write numbers. We use rhymes to help the children remember how to form the numerals, a list of these is sent home at the beginning of the year. Throughout the year parents may be sent tasks linked to numeracy in class.

However, there are lots of games that you can play:-

- Bingo
- Snakes and ladders
- Snap with number cards
 - IPAD Apps
- Pairs – with numbers
- Looking for shapes around and about – (square window etc.)
 - Money - recognising coins and counting