

St Peter's Catholic Primary School

Homework Policy



Policy	Homework Policy
Date	September 2025
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We, the family of St Peter's, united in faith by God strive to learn and grow together to be the best we possibly can every day.

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At St Peters RC Primary School we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

What should good homework look like?

Homework should consist of a range of tasks and learning opportunities including finding information research tasks, asking questions, written work, planning presentations, spelling, tables and reading.

Why set 'homework'?

The purpose of setting homework includes developing the skills and attitudes of independent learners, for example:

- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and gives the chance for someone to one adult time;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School.

Homework at our school

Whilst we support all of the above key principles, St Peter's is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice.

We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

Our routines and expectations

All classes give out weekly homework on a Friday. If it is a piece that needs handing in, it is expected to be returned by the following Tuesday.

The work should always have been explained and discussed in class before coming home. It is our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills.

EYFS & KS1

Each child has their own books and these are kept in the children's book bags. Work that needs marking (and is not feeding into other classwork) will be returned. This should happen each week. The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussion, putting work onto a display or transferring work into class books.

KS2:

Pupils in Key Stage 2 use DoodleLearning to support their homework. DoodleLearning provides personalised digital programmes in maths, spelling, grammar and English, which are fully aligned with the UK curriculum. From the outset, pupils complete a baseline assessment that identifies gaps in their knowledge, and the platform then generates a tailored learning pathway unique to each child. This ensures that pupils receive targeted practice in areas where they need it most, while also providing opportunities for extension and challenge.

The personalised pathways help to consolidate class learning, build confidence and improve fluency by adapting in real time to each child's progress. Frequent short practice sessions are encouraged, which research shows to be more effective than longer, less frequent tasks. The platform also enables teachers and parents to track progress closely, celebrate achievements, and provide timely intervention when required. Importantly, DoodleLearning encourages independence and responsibility, helping pupils develop effective study habits that prepare them well for future learning.

The following are the current homework recommendations for each year group. These may alter depending on individual class activities:

Year Group	Homework
EYFS	Weekly Maths and Literacy task on Google Classroom. Half Termly: Family Learning Project Reading - daily High Frequency Words - weekly
Years 1 & 2	Maths, English and Spellings Reading - daily High Frequency Words (Year 1) Comprehension with handwriting (Year 2)
Years 3, 4, 5 & 6	Reading – Daily DoodleMaths suggested 10 minutes per day

	DoodleTables suggested 10 minutes per day DoodleSpell suggested 10 minutes per day DoodleEnglish suggested 10 minutes per day
Nazareth Rooms	Reading – daily Alternating phonics, Maths or English homework weekly.

In the half term holidays teachers may set optional topic tasks and projects for families to complete. Science and history/ geography key words can be sent home once a half a term, to develop vocabulary in the foundation subjects.

We expect children to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or black pen. Between Reception and Year 2 school staff manage the sticking in of sheets and instructions.

We ask children and parents in Years 3 to 6 to take responsibility for sticking sheets and keeping the book tidy. Failing this, teaching assistants manage it. As far as possible, homework will be related to class topics. This is important as it helps parents to know more about what is going on in class and to support enthusiasm for learning. Parents might, for example, find themselves supporting research of Egyptian Gods, finding out about grandparents' experience of school or measuring objects around the home. This also means that each child can pursue a set task at their own level of ability.

Increasingly teachers are using the web for homework. This may be directing children and Parents to play a specific game from Interactive Resources or, to comment on a blog.

In the few weeks prior to SAT tests, the Year 2 and 6 children may be given additional revision work to supplement their studies.

Homework, as far as possible, should be seen as a positive activity. Please contact your child's teacher should you have any concerns.