



## **St Peter's C of E Primary Academy Mansfield**

### **Homework Policy**

<b>Policy:</b>	<b>Homework Policy</b>
<b>Approved by:</b>	<b>Local Governing Body</b>
<b>Date:</b>	
<b>Review Cycle:</b>	<b>Annually</b>

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Changes</b>
2025	09.09.25	Joanna Kaluza	Foundation Stage - name writing Key Stage 1 - included reading for pleasure book Key Stage 2 - changed to reading 4 times a week. Adaptations for children with SEND.

## **Our Vision and Aims**

### **“Loving, Living and Learning with Jesus.”**

At St Peter’s C of E Primary Academy Mansfield, we educate for wisdom and aspiration with the help of the church and the community through a culture of dignity and respect. We aim to cultivate the inner values of all pupils to give them the opportunities to succeed in life.

“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth.” Corinthians 1 13

At St Peter’s the worth of each child impels us to work to fulfil their God-given potential, whatever the religion or other tradition with which their family identify, and with special consideration given to those who are disadvantaged. The belief that we are created and sustained by God for living in families is at the root of our dedication to working with our community. We seek to model to children an ethos of living well together: the flourishing of pupils goes hand in hand with the flourishing of staff, parents, governors and friends of the school. 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 Maths;
- 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 behaviour policy.

**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 reading and phonics based. Homework in KS1 and KS2 is set weekly, sent out on the same day each week, with expectations for the day when it needs to be completed the following week, unless notified otherwise. Homework expectations are published on class pages on our school website. All workbooks will be provided by the academy.

**Foundation Stage**

- A book will be provided to pupils each week to be read to the child. This is to build and develop vocabulary and a love of reading. To build the vocabulary and love of stories, children should read the books several times so they become familiar with patterns and structure of simple stories.
- A phonics reading book or sound cards depending on the stage of the child to read to their parent(s). This is to develop the mechanics of decoding and the early stages of reading comprehension. The book should be read every day.

- Children will have name writing cards to practice. Once children are confident with writing their first name, surname cards will be sent.

### **Year 1**

A book for pleasure is shared each week along with a book to practise the mechanics of reading at their RWI level.. This is changed when the child has read it at least three times at home.

Spelling lists are shared to practise with children at home. These are linked to the phonics/high frequency words for the year group. This starts in Autumn 2.

Occasionally, children will be set a task that links to the wider curriculum.

### **Year 2**

A book for pleasure is shared each week along with a book to practise the mechanics of reading at their RWI level.. This is changed when the child has read it at least three times at home.

Spelling lists are shared to practise with children at home. These are linked to the phonics/high frequency words for the year group.

Occasionally, children will be set a task that links to the wider curriculum.

### **Year 3, 4, 5 and 6**

A reading book is given based on the child's stage of development or reading age. Children should read it at least four times per week. This should be recorded in the reading diary. Reading books will be changed once the child has finished it or read it three times if working below age related expectations.

A spelling and maths activity will be given on a Friday and returned on a Wednesday. An example of how to complete the maths activity will be given if appropriate.

Children are encouraged to access Timestable Rockstars and Spelling Shed.

### **Adaptations for children with SEND**

Children with SEND will have homework adapted to their stage of development or particular needs.