



Homework Policy

Review Date: September 2025



Defence Children Services

At Episkopi Primary School, we aim to encourage and develop children as successful, independent learners who enjoy learning and recognise the opportunities which are opened up to each and every one of us from engaging in life-long learning. We recognise that learning takes place beyond the classroom, in all aspects of our lives and that these opportunities can be instigated independently or by parents, teachers or others. We believe that learning at home is an essential part of good education and an important way of establishing cooperation and a partnership between teachers and parents. It also helps children to develop their independent learning skills and strategies to organise and manage their learning. We know that homework, if purposeful and relevant, does have a positive impact on the progress children make. Research suggests that homework has more impact the older a child gets and that short-focussed tasks are typically the most effective.

Our school policy has been developed after engagement with research and through consultation. We also sought the views of parents (through a survey) and the views of staff (through working parties and meetings). Our approach to homework seeks to be manageable and age-appropriate. We acknowledge that families have busy, full lives and that homework should not prevent children from taking part in a range of other activities, including out-of-school clubs.

Aims of Homework

Homework should:

- Be purposefully linked to learning to reinforce and consolidate prior learning.
- Enable children to develop and embed essential knowledge (e.g. fluent recall of basic number facts, such as number bonds to 10).
- Help children to develop independent learning and organisational skills. In Years 5 and 6, this should help prepare them for the expectations of secondary school.
- Inspire children to want to extend their own learning.
- Support children to recognise the value of practise and study.
- Be accessible for all children.

Homework should not:

- Cause unnecessary stress or anxiety for the child or parent.
- Negatively impact on the opportunities children have to take part in a range of other activities and lead full lives with their families.

Types and Amounts of Homework

Reception (Early Years Foundation Stage)

- **Daily Reading:** We ask parents and children to read together daily. This can be either sharing books or hearing children read (depending on children's ability and need). Your child's reading record should be updated regularly to keep track of this (at least four per week).
- Children may also be asked to practise phonic sounds or early number skills.

Key Stage 1

Year 1

- **Daily Reading:** We ask parents and children to read together daily. This can be either sharing books or hearing children read (depending on children's ability and need). Your child's reading record should be updated regularly to keep track of this (at least four per week).
- **NumBots and number facts:** Children are asked to use the NumBots application regularly (at least twice per week). Login details are provided by school. NumBots supports children to develop recall and fluency in mental addition and subtraction. Additional resources and applications may be used to supplement this learning.
- **Common Exception Words:** Children are given three - five common exception words to practise at home each week. They also work on these spellings in school.

Year 2

- **Daily Reading:** We ask parents and children to read together daily. This can be either sharing books or hearing children read (depending on children's ability and need). Your child's reading record should be updated regularly to keep track of this (at least four per week).
- **NumBots and number facts.** Children are asked to use the NumBots application regularly (at least twice per week). Login details are provided by school. NumBots supports children to develop recall and fluency in

mental addition and subtraction. Additional resources and applications may be used to supplement this learning.

- **Spelling Practise:** Children are asked to practise spellings at home every week to reinforce and revisit learning from within school. This may include assignments set on applications or bespoke word lists distributed by the class teacher.

Key Stage 2

Years 3 and 4

- **Daily Reading:** We ask children to read daily. The reading record should be updated regularly (at least four per week) to keep track of this.
- **Times Tables Rockstars:** Children are asked to use the Times Tables Rockstars application regularly (at least four times per week for a minimum of 10 minutes each time). Login details are provided by school. Times Tables Rockstars supports children to develop fluent recall of multiplication facts (and corresponding division facts).
- **Beat that Maths:** Children will receive printed maths fact sheets to practise (at least four times a week) to support rapid recall of number facts
- **Spelling:** Children are asked to practise spellings regularly using the resources and lists shared by teachers at least four times a week.

Year 5

- **Daily Reading:** We ask children to read daily. The reading record should be updated regularly (at least four per week) to keep track of this.
- **Beat that Maths:** Children will receive printed maths fact sheets to practise (at least four times a week) to support rapid recall of number facts
- **Spelling:** Children are asked to practise spellings regularly using the resources and lists shared by teachers at least four times a week.
- **Learning Applications:** We also continue to encourage pupils to use applications to support their recall of core facts. For example, we encourage the use of Times Tables Rockstars on a regular basis to support memory of multiplication facts (and corresponding division facts).

Year 6

- **Daily Reading:** We ask children to read daily. The reading record should be updated regularly (at least four per week) to keep track of this.
- **Spelling:** Children are asked to practise spellings regularly using the resources and lists shared by teachers.
- Children receive maths and English homework weekly to help prepare them for the transition to secondary school and to manage their own home learning.
- **Learning Applications.** We also continue to encourage pupils to use applications to support their recall of core facts. For example, we encourage the use of Times Tables Rockstars on a regular basis to support memory of multiplication facts (and corresponding division facts).

Additional Learning at Home

Teachers may also share additional resources – in addition to the above weekly homework – to support pupils with their learning at home. This may include lists of Common Exception Words, links to phonics videos, CGP booklets or personalised resources. The extent to which families use these is encouraged but it is optional; these are not part of the normal homework expectation.

Expectations

Full engagement with homework is an expectation for all pupils at Episkopi Primary School. In Year 5 and Year 6, if children do not complete homework tasks, they will be given the opportunity to complete these during play times. This will include an opportunity to read and to update their reading record. Across all phases, teachers will liaise with parents where there are concerns about engagement with homework.

Scheduling of Homework

Homework is distributed on a Friday. Homework must be completed by the start of the school day on the following Friday. Homework is not set over school holiday periods. However, we encourage children to continue to read daily.

In Year 6, English homework is set on a Monday to be returned on a Wednesday and Maths homework is set on a Tuesday to be returned on a Thursday.

Accessing and Submitting Homework

Our aim is to ensure that homework is accessible to all, quickly and easily. Homework sheets or books or resources (e.g. CGP books) will always be sent home on paper with some additional links to on line learning applications. Learning applications (including Spelling Shed, Times Tables Rockstars and NumBots) can be accessed via a tablet or desktop computer. In some cases, these can also be accessed via mobile phones. Login details are provided by school.

Special Educational Needs and Disabilities

We set homework for all learners as a normal part of school life. We seek to ensure that tasks are appropriate to the ability of the child. If a child has special educational needs or a disability, we adapt homework so that it is accessible and appropriate. This often includes providing paper copies as standard and setting adjusted tasks. Arrangements will be discussed directly with parents.

Equal Opportunities

Homework tasks will be available and accessible to all children.

Roles:

School staff will:

- Set homework tasks and communicate clearly the expectation, structure and organisation of this.
- Acknowledge completion of homework tasks and give appropriate feedback as necessary.
- Track pupil progress with homework.
- Communicate with parents/carers where necessary regarding homework issues.

The Parent/Carer will:

- Support and encourage the child to complete homework tasks.
- Arrange a suitable time and space for children to complete their homework tasks.
- Encourage good work habits and offer support when needed, sharing concerns with the class teacher where necessary.
- Help children to gather the resources needed to complete the task.
- Encourage time management

Assessment and feedback

Staff will monitor reading records each week to inform their understanding of the progress pupils make with reading. Feedback will be provided (usually verbally in school) to encourage pupils and to celebrate their successes. Staff will monitor the progress pupils make within learning applications (such as NumBots, Times Tables Rockstars etc.). This will inform classroom teaching. Feedback may occasionally be given to highlight and celebrate successes or to support pupils to improve their progress. This will usually be given verbally at school. In Years 5 and 6, teachers will assess weekly homework tasks. This will inform classroom teaching. Feedback will be given in the classroom as part of future teaching. Written feedback will not be provided.

Policy evaluation and review

The policy is reviewed every 3 years.

Date of next review: September 2025