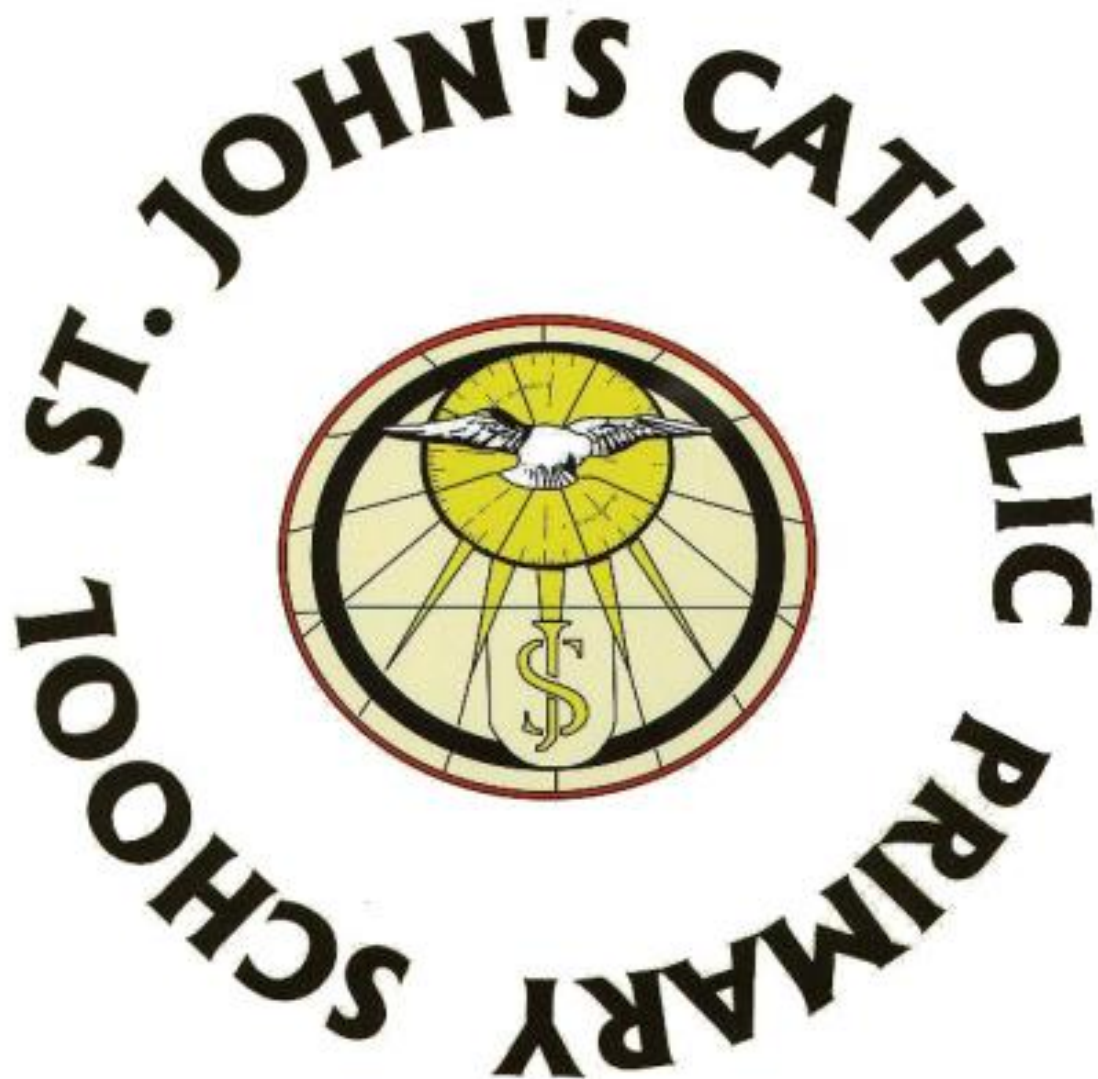




Homework Policy

September 2026

At **St John's Catholic Primary School**, we believe every child is created in the image and likeness of God and is called to develop their unique gifts and talents. Working in partnership with parents and carers, we aim to nurture children academically, spiritually, socially and emotionally. Homework supports this partnership by reinforcing essential learning and encouraging positive habits that will benefit children throughout their education.

- The Mission of St. John's Catholic Primary School is to grow and learn in the footsteps of Jesus by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful. We live our Mission by:
- Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith
- Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate
- Developing policies and schemes of work which recognise that R.E. is an integral part of the curriculum
- Developing sound teaching and effective classroom management
- Generating a positive attitude to learning where realistic expectations of children and high standards of work are expected
- Using a variety of teaching approaches that reflect the needs of individual children
- Participating in projects which focus on the needs of others including local and international charities.

St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge, St. Thomas More, Bradford on Avon and St Bernadette's Catholic Church in Westbury.

1. Aims

The aims of homework are to:

- Foster a love of reading and learning.
- Develop children's independence and responsibility.
- Consolidate key skills already taught in school.
- Strengthen the partnership between home and school.
- Provide regular opportunities to practice essential reading, spelling and numeracy skills.
- Encourage parents and carers to take an active role in their child's learning.

Our Approach to Homework

Research consistently shows that, in primary education, regular practice of core skills has the greatest impact on children's progress. For this reason, homework at St John's Catholic Primary School focuses on three key areas:

- Reading
- Phonics and spelling
- Mathematics through Doodle Maths

Homework is intended to be manageable, purposeful and enjoyable, allowing children to build confidence without placing unnecessary pressure on family time.

2. Reading

Reading is the single most important homework activity.

Children are expected to read at home every day.

EYFS and Key Stage 1

- Read with an adult for approximately **10–15 minutes** each day.
- Adults are encouraged to discuss the story, ask questions and revisit unfamiliar vocabulary.
- Reading should include school reading books as well as books shared for enjoyment.

Key Stage 2

- Read independently or with an adult for approximately **20 minutes** each day.
- Children should discuss what they have read and be encouraged to explain vocabulary, make predictions and reflect on characters and themes.

3. Phonics and Spelling Practice

EYFS and Key Stage 1

Children will practice:

- sounds taught in school
- blending and segmenting
- tricky words
- high-frequency words

Parents are encouraged to make practice enjoyable through games, flashcards and short daily sessions. Workshops for parents are delivered across the academic year to support in this area.

Key Stage 2

Children will practice:

- weekly spelling patterns
- statutory spelling lists
- vocabulary linked to class learning where appropriate

Short, regular practice throughout the week is encouraged rather than one longer session.

Homework tasks will always be adapted by the Class Teacher with the skills and knowledge of the pupil at the heart of all decision making.

4. Doodle Maths

All children will have access to **DoodleMaths**. This account is paid for by the school – please ensure your child is able to log in – if you have any questions ask the class teacher. Our aim is for every child to be in the **green** zone.

Children are encouraged to complete activities regularly throughout the week to reinforce mathematical understanding and build fluency.

The programme adapts to each child's level, providing personalised practice and immediate feedback.

Suggested expectation:

- **3–5 short sessions each week** (approximately 10–15 minutes each).

Parents are encouraged to support and celebrate effort rather than simply focusing on scores.

Suggested Weekly Time

Year Group	Reading	Phonics/Spelling	DoodleMaths
EYFS	10–15 minutes daily	5–10 minutes, 3–5 times weekly	Optional short activities
Year 1–2	10–15 minutes daily	5–10 minutes, 3–5 times weekly	3 short sessions weekly
Year 3–4	20 minutes daily	10 minutes, 3–5 times weekly	3–5 short sessions weekly
Year 5–6	20 minutes daily	10–15 minutes, 3–5 times weekly	3–5 short sessions weekly

These timings are intended as guidance and should remain flexible to meet the needs of individual children and families.

5. The Role of Parents and Carers

Parents and carers play a vital role in supporting homework by:

- establishing a regular homework routine
- encouraging daily reading
- listening to younger children read
- supporting phonics and spelling practice
- encouraging regular use of Doodle Maths
- praising effort and perseverance
- communicating with the class teacher if difficulties arise

Homework should be a positive experience, and children should always feel encouraged rather than anxious.

6. The Role of School

Teachers will:

- provide clear guidance about homework expectations
- ensure homework reflects learning taking place in school
- monitor engagement with reading, spelling and Doodle Maths
- celebrate children's efforts and achievements
- provide support where difficulties are identified

Homework will not normally be formally marked. Instead, teachers will use information from spelling practice and Doodle Maths to inform teaching and celebrate progress.

Inclusion

Homework expectations will be adapted where necessary to meet the needs of individual pupils, including those with SEND or other additional needs.

Where appropriate, teachers may provide alternative resources or personalised expectations.

Celebrating Success

We believe that recognising effort motivates children.

Success may be celebrated through:

- praise in class
- certificates
- reading awards – including termly visits to Waterstones Book Shop
- Doodle Maths achievements
- celebration assemblies
- communication with parents

Equal Opportunities

All children will have equal access to homework opportunities regardless of ability, background or individual need. Where families experience barriers to accessing online learning, the school will work in partnership with parents to provide appropriate support. This policy has been created through the lens of Affordable Schools.

Monitoring and Review

Monitoring and Review

This policy will be reviewed annually by the Headteacher and Governing Body to ensure it continues to reflect best practice and the needs of our school community.

This policy has been approved and adopted by the Governing Body on:

Head teacher: ***Mrs K O'Rourke***

Chair of Governors: ***Mrs C Doogue***

Review cycle:	Annually
Next review due:	September 2027