

West Felton CofE Primary School



Homework Policy

Approved by: Governing Body

Date: September 2025

Next review due by: September 2028

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1. Policy formulation:

Our school values of Aspiration, Community, Dignity and Kindness are at the heart of our policy formulation, and each has been taken into consideration whilst writing this policy.

Aspiration	Community	Dignity	Kindness
We want all of our children to aspire to do their very best. The manageable stepping stones outlined below; help pave the way.	As a school community, we set expectations for our children to adhere to. These are important life lessons and good habits to form, individually and as a community.	Homework expectations may well be adapted to meet the needs of individuals. This will be done discretely, with respect, always maintaining dignity.	Our expectations are delivered with kindness. We aim to ensure that they are clear and concise and presented in a timely manner.

Alongside our core values, we have undertaken a thorough review informed by:

- High-quality, reputable education research
- Relevant statutory and non-statutory guidance
- Current professional practice across the sector

As part of this process, we have actively engaged with our school community. We surveyed teachers, parents, and pupils, and their insights have been carefully considered to ensure our homework policy is both evidence-informed and responsive to the needs of our learners.

Homework can be an effective learning tool if:

- It is well-designed and purposeful,
- Integrated with classroom learning,
- It develops fluency and recall, thus reducing cognitive load.
- And supported with equitable access opportunities.

Education Endowment Foundation, 2021

Our Picture Building studies across the school confirm that pupils whose parents are engaged in home learning generally achieve significantly better than those who do not.

We also recognise the value of extra-curricular activities, family time and busy family life. Therefore, we have worked hard to create a balance of tasks which we feel are achievable for most of our children, most of the time.

If there are ever any issues regarding homework, please speak to your child's class teacher in the first instance.

Early Years statement

Significant research suggests that the first 5 years of a child's life are the most critical in terms of brain development. This is particularly true with regards children's communication and vocabulary skills. Within the Early Years we encourage parents to share pictures books and read stories to children as often as possible. Research shows that children who frequently have stories read to them have significantly increased vocabulary and academic outcomes when older in comparison to those children who do not have books read to them frequently.

2. Homework strategy at West Felton CofE Primary School:

There are 3 elements to our weekly homework strategy...

a) Reading

Reading is a fundamental skill for life and a keystone to our educational offer at West Felton CofE Primary School. Our principles are outlined in our [WF Reading Rationale](#).

Children become successful readers through consistent, joyful exposure to books, regular shared reading, and engaging discussions about stories to build comprehension and vocabulary.

At school, we teach the mechanics of reading through our systematic synthetic phonics approach, and we provide as many opportunities as possible to practise reading throughout each day.

However, engaging with books at home is arguably the single most valuable thing you can do to support your child's educational development.

Regular reading at home not only reinforces the skills taught in school but also helps to build a love of reading, expand vocabulary, and improve comprehension — all of which are essential for long-term academic success.

Early Years Foundation Stage

We encourage our nursery children to borrow picture story books to take home from nursery on each session they attend in nursery and for parents to engage in our whole school reading initiative by recording this reading in your child's Reading Record book.

We expect children in Reception to share books with parents **at least 3 times per week and for parents to record this in their child's Reading Record book**. Initially, this will be parents sharing books with children, but as the year progresses and children begin to read independently this will shift to an expectation that children read at least 3 times a week, but ideally more. This will be checked by class teachers weekly.

Year 1 – Year 6

We expect parents to read with their child at least **3 times per week**. **Parents record this in their child's Reading Record book**. These are checked every week by class teachers. If children are not given the opportunity to read at home, class teachers will discuss barriers with parents and will do their best to offer further opportunities to read in addition to the existing school offer. This may be during Golden Time when adults are available.

b) TTRS and Numbots

TTRS and Numbots are both educational online platforms designed to build children's math and number skills. Times Table Rock Stars (TTRS) is for mastering multiplication and division facts up to 12x12, helping children achieve speed and accuracy in their times tables through games.

Numbots is the sister platform, designed to help younger children develop core addition and subtraction skills, number bonds, and mental fluency.

Early Years Foundation Stage

We expect that children in Reception engage with Numbots for 10 minutes a week.

Year 1 – Year 6

We expect our children from Y1 – Y6 to play **5 games per week on either TTRS or Numbots**, as directed by their class teacher. This is recorded automatically on the platform and reviewed every Wednesday by class teachers. Pupils who do not complete 5 games will be invited to complete them during break times, when staff are available to monitor.

c) Spellings

Spelling is important because it helps our children become clear and confident communicators in writing, supports the development of reading and vocabulary, frees up working memory for higher-level writing tasks, and builds a fundamental skill for success in their future education and professional lives.

Spelling is taught discretely through dedicated curriculum time, in line with both statutory and non-statutory guidance. However, regular and consistent practice is essential to help pupils embed spelling patterns, rules, and exceptions within the English language.

In school, we use Emile, which is an educational online platform similar to TTRS. This resource is available to use at home should you wish.

At home, we would like the children to complete our 'Look, say, cover, write, check' procedure. All classes will be set spellings on a Thursday ranging in number and complexity based on individual needs. These will be written in your child's Spelling Record.

Early Years Foundation Stage

Children in Reception do not have 'spellings' but they are sent home with phonics cards. It is intended that parents and children regularly recap the new sounds taught and use the prompt words stuck into their child's reading diary to make and read words using their phoneme cards. We ask that parents do this at **least 3 times per week**, for approximately 5-10 minutes per session.

Year 1 – Year 6

We expect our children from Y1 – Y6 to **complete the look, say, cover, write, check procedure 3 times per week** in their Spelling Record books. These will be checked by class teachers every Wednesday.

In addition to our weekly homework strategy...

Termly Creative Task:

All stakeholders expressed an enjoyment for the more practical, arts-and-crafts-style homework tasks. While these activities can be more time-consuming, they offer valuable opportunities for creative development and deeper engagement with topic content. As such, each class will set one creative homework task per term (three times per year), to be completed over the half-term break.

Completed tasks will be displayed and shared across the school, providing opportunities for peer review, feedback, and reflection.

Y6 SATS and Transition preparation:

Our oldest pupils, Year 6, face two significant milestones in their final year: the KS2 SATs and the transition to secondary school. Both are far more manageable with consistent, meaningful preparation. With this in mind, from January, Year 6 pupils will receive an additional weekly homework task/s, carefully designed by the Year 6 teacher and clearly communicated to both pupils and parents.

3. Further details and guidance:

Reading



Your children will have a Reading Record book which comes home every evening and needs bringing back to school each day. Any time your child reads to an adult in school, it will be recorded in their Reading Record. Any time an adult reads with your child at home, please record it in their Reading Record. Please record the book title and pages (if necessary) and make comments should you wish. Class teachers will review your child's Reading Record book at least once a week. You will also find a Reading Map in your child's reading record, pop a signature in the box when you hear your child read and their efforts will be commended in our whole school Golden Book assembly.



Build reading into your daily routine.

Find a place where reading works for you and your child.

Talk about the book with your child, their preferences, the plot or the characters.

Choose your own books, comics, recipes...whatever sparks their interest.

If you're struggling, ask for help, your child's class teacher or TA will be ready to assist.



5 GREAT REASONS TO READ ALOUD

Expands vocabulary.

Improves comprehension.

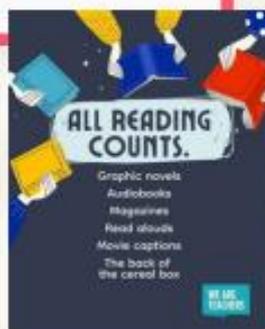
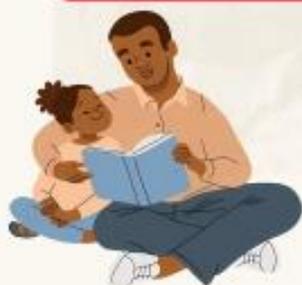
Strengthens imagination.

Increases attention spans.

Creates a lifetime interest in reading.

Grow a love of reading...

[Click here](#) for top tips



20 is plenty!

Children who read for 20 minutes a day...

Will have a world of imagination & creativity opened to them

Will have better general knowledge

Will be exposed to 1.8 million words a year

Will improve critical thinking skills

Will improve their communication skills

Will have a broad vocabulary

Will have reduced stress levels

Will learn how to develop empathy

Will improve their test results





TTRS & Numbots



The aim of Numbots and TTRS is to develop fluency. Over time, this fluency frees working memory for new and more complex mathematics.

PERSEVERE

Initially, your child may be daunted by the time pressure of the games. Power through, that automaticity rapidly builds. Practise makes perfect and permanent.

HOUSE RULES

Develop your own house rules e.g. Complete your TTRS before chosen screen time.

Use songs available online to support learning, we often post them on Seesaw. Use a timer consistently to signal the end of screen time.

Y4 MTS CHECK

When your child is in Y4, they are required to complete a Multiplication Tables Check by the Government. This takes place every June.

TTRS is almost identical in format and prepares them brilliantly for this



Cbeebies Numberblocks are great and support our teaching and learning.

RECOGNISE NUMBERS OUT AND ABOUT...

Look at numbers all around us; registration numbers, house numbers, sports scores etc. Ask your child if they recognise them from a certain times tables, what would you add to that house number to make 10, 20, 100?

SPELLINGS

Look, say, cover, write, check...

Spelling Record

You child will have a spelling record book like this. The younger children may have larger printed version to accommodate larger handwriting. Every Thursday, they will have a spelling list to work on. This may vary in number and complexity depending on individual needs. Children may have words they've had before or ones they consistently struggle with.

We are aiming to develop fluency and automaticity by embedding key words and spelling patterns to memory. This will be more challenging for some pupils than others but this is one approach which is highly effective if completed correctly and consistently.

The LSCWC Process

Encourage your child to:

Look at the word, is there anything about the shape they recognise e.g. bed looks like a bed, it might start with the same letter as their name, or have a word within a word.

Say the word out loud, sound out the phonemes, clap the syllables, enunciate the sounds.

Cover the word with another piece of paper or card.

Write the word in the first column, saying it out loud if possible.

Check the word together, is it right? If not, what letters or letter is incorrect, 'let's remember that for next time.'

Repeat the process three times over the week. Remember, new lists will be given out on Thursday and the children will have a check every Wednesday.

Closing statement:

We will endeavour to follow the process outlined above. However, on occasion, it may be subject to change due to other school activities or unforeseen absences. We will ensure that any such changes are communicated to pupils and parents in a timely manner.

Class teachers and Teaching Assistants are always on hand to provide clarification, support and advice with homework. Please approach them in the first instance, either face to face, via telephone, email or Seesaw. If your query remains unresolved, please contact our Assistant Headteacher, Miss Miller, or our Headteacher, Mrs. Hughes, face to face, via telephone or email.