



Homework Policy

St Anne's Catholic Voluntary Academy

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1	September 2026	Policy reviewed and presented in the St Anne's policy format.

1. INTRODUCTION

At St. Anne's Catholic Voluntary Academy, we recognise the important role parents and carers play in supporting their children's education. We believe that a positive home-school partnership is an important part of children's learning.

Our homework is designed to be purposeful, manageable and enjoyable. Weekly homework focuses primarily on retrieval practice, giving children opportunities to revisit, practise and consolidate knowledge and skills that have already been taught in school.

We recognise that children need time to relax, play, spend time with family and participate in activities outside school. Homework will therefore be proportionate and should complement, rather than dominate, family life.

2. THE PURPOSE OF HOMEWORK

Homework aims to:

- Provide opportunities to retrieve and consolidate previously taught learning.
- Support children in developing secure long-term knowledge and skills.
- Reinforce key learning in reading, phonics, spelling and mathematics.
- Encourage children to develop a love of reading.
- Develop confidence, independence and positive learning habits.
- Strengthen the partnership between school and home.
- Prepare children for the increased independence required as they progress through school and towards secondary education.

Homework should not normally introduce new learning. Children should have been taught the knowledge and skills required to complete the activity in school.

3. OUR APPROACH TO HOMEWORK

Homework will be short, purposeful and manageable, with the quality of the activity more important than the quantity of work completed.

Teachers will select activities based on learning that has already taken place. Retrieval may focus on learning from the current week, previous weeks, previous units or earlier learning that children need to revisit.

Homework does not always need to be written and may include:

- Retrieval questions.
- Key facts and vocabulary.
- Reading and discussion.
- Maths or spelling games.
- Practical activities.
- Oral activities.
- Digital or interactive tasks.

This approach allows children to practise important knowledge in a variety of ways while developing increasing independence.

4. WEEKLY HOMEWORK EXPECTATIONS

Foundation Stage

The emphasis in Foundation Stage is on developing strong foundations for learning.

Children will be encouraged to:

- Read regularly at home and share books with an adult.
- Practise phonics and early sounds where appropriate.
- Develop early mathematical skills through practical activities, games and everyday experiences.
- Talk about and share their learning with parents and carers.

Key Stage 1 – Years 1 and 2

Children will have the following weekly expectations:

Reading:

A minimum of three times each week.

Phonics/Spellings:

Activities to practise and retrieve previously taught phonemes, graphemes, spelling patterns and words. These may include written, oral, digital or game-based activities.

Mathematics:

A short retrieval activity based on previously taught learning. This may include number facts, number bonds, counting, times tables, mathematical vocabulary, shape or measure. Activities may be written, practical or game-based.

Key Stage 2 – Years 3–6

Children will have the following weekly expectations:

Reading:

A minimum of three times each week, either independently or with an adult where appropriate.

Spellings:

An activity based on previously taught spelling patterns, rules and vocabulary. This may include practising words, applying spelling rules, dictation, word games or digital activities.

Mathematics:

A retrieval activity based on previously taught learning, which may include number facts, times tables, calculation strategies, mathematical vocabulary, fractions, decimals, percentages, reasoning or problem-solving.

5. HOLIDAY HOMEWORK

During school holidays, children in Years 1–6 may be given a topic-based homework activity linked to learning they have completed in school.

Holiday homework will be different from the weekly retrieval activities and will be designed to be fun, creative and practical, allowing children to consolidate and celebrate learning from their wider curriculum lessons.

Activities may be linked to subjects such as:

- Science
- History
- Geography
- Art and Design
- Design and Technology
- Computing

Examples could include creating a model, poster, timeline or map; producing artwork; carrying out a simple practical investigation; or researching and presenting information creatively.

Children may be given a choice of activities or ways to present their learning. The work should reflect the child's own ideas, creativity and effort.

Holiday homework should be engaging rather than burdensome, recognising that holidays are also an important time for children to rest, spend time with family and enjoy experiences outside school.

6. READING AT HOME

Reading is an essential part of every child's education and is strongly encouraged at home.

Our minimum expectation is:

- Foundation Stage: Regular reading at home.
- Key Stage 1: At least three times per week.
- Key Stage 2: At least three times per week.

Parents and carers are encouraged to listen to their child read, read aloud to them and discuss stories, information and vocabulary.

Reading should be an enjoyable shared experience and children should be encouraged to read a range of age-appropriate material, including school and library books and books from home.

7. ROLES AND RESPONSIBILITIES

The School

The school will:

- Monitor the effectiveness of the homework policy.
- Ensure homework is purposeful, manageable and linked to the curriculum.
- Ensure weekly homework is based primarily on previously taught learning.
- Provide clear information about homework expectations.
- Review homework practices regularly.

Class Teachers

Teachers will:

- Plan homework as part of curriculum planning.
- Ensure activities are based on appropriate previously taught learning.
- Provide tasks that are suitable for the age and needs of pupils.
- Communicate expectations clearly.
- Monitor engagement and provide appropriate feedback or recognition.

Not every piece of homework will require detailed written marking. Feedback may include verbal praise, class discussion, whole-class feedback, self-marking, written comments or opportunities to share and celebrate learning.

Parents and Carers

Parents and carers are encouraged to:

- Support and encourage their child with homework.
- Establish a suitable routine.
- Support regular reading.
- Encourage children to talk about their learning.
- Allow children to complete work independently where appropriate.
- Provide guidance without completing the work for their child.
- Contact the class teacher if their child is experiencing difficulties.

Homework should not become a source of anxiety or conflict. If a child is struggling with a task, parents and carers should stop and speak to the teacher rather than allow the child to become distressed.

Homework should never be used as a threat or punishment.

8. HOMEWORK AND FAMILY LIFE

We recognise that children have a wide range of interests and commitments outside school, including sport, music, clubs and family activities.

Homework should be planned around family life and completed at an appropriate time. We do not expect primary-aged children to spend long periods completing homework.

Our aim is for homework to support learning while allowing children sufficient time for family, play, rest and activities beyond school.

9. CONCERNS

If parents or carers have concerns about the amount, content or difficulty of homework, they should speak to their child's class teacher.

If a child does not understand a task, they should be encouraged to ask their teacher for further guidance.

The school would much rather be informed of a difficulty than have a child become upset or anxious about homework.

10. HOMEWORK AT A GLANCE

	Foundation Stage	Key Stage 1 – Years 1–2	Key Stage 2 – Years 3–6
Reading	Regular reading	Minimum 3 times per week	Minimum 3 times per week
Phonics/ Spellings	Phonics practice	Phonics/spelling retrieval	Spelling retrieval
Maths	Practical maths activities/retrieval	Maths retrieval – may be game-based	Maths retrieval
Holiday Homework	—	Creative, practical topic homework	Creative, practical topic homework
Main Focus	Building foundations	Retrieval and consolidation	Retrieval and consolidation

11. REVIEWING THE POLICY

The Homework Policy will be reviewed every two years, or sooner if required due to changes in the curriculum, teaching and learning approaches or national guidance.

Significant changes will be presented to the Governing Body and communicated to parents and carers as appropriate.