



Four Marks CE Primary School Homework Policy

Our policies reflect our Christian ethos.

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Next Review and frequency	3 Years February 2029
Name of Responsible Manager / Headteacher	Warren Glew
Signature of Responsible Manager / Headteacher	
Chair of Governors	Jonathan Elliman
Summary of Changes:	

"So let's choose for ourselves what is right. Let's learn together what is good." Job 34:4

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Our Aims

We aim to provide opportunities for parents/carers to work alongside their child or children to support their learning in school. We want to work as a partnership to help all children to reach their potential.

At Four Marks Primary School we provide all children with homework to enable them to practise skills and learning they have already been taught in school. Sometimes the aim is to repeat and consolidate something learnt in class as a practise exercise to build fluency. Repeated regular practice helps children to know more and remember more which supports good progress in school.

Partnership with Parents:

We hope that parents can support us in getting the balance right. We understand that there are many demands and pressures on time at home, and we want to work together with you to help your child be the best they can possibly be and reach their full potential. If you have any concerns about the homework set, please do speak to your child's class teacher.

Guidance and Expectations:

Following consultation with parents, governors and staff, as guidance, we suggest the following as good practice:

Reception:

To learn nursery rhymes, songs and read books together. Talk about the difference between pictures and words, titles, authors' names and predict what will happen next in the story. Read poems, rhymes and information books as well as stories. Children will have letter work to do at home and games to play. Once children can read, they should read their school book every day for approximately five to ten minutes.

Suggested Timetable and Focus			‘Homework’ for Parents/ Carers
Year R Homework:			
Monday	5-10 minutes	Reading with/ to an adult	Read a bedtime story TO your child at least 4 times a week, if possible every day. 10 minutes per day.
Tuesday	5-10 minutes	Counting practice e.g. forwards and backwards to 10 and 20/ Letter work and phonics games.	
Wednesday	5-10 minutes	Reading with/ to an adult	
Thursday	5-10 minutes	Counting practice e.g. forwards and backwards to 10 and 20/ Letter work and phonics games.	
Friday	5-10 minutes	Reading with/ to an adult	
Saturday	5-10 minutes	Counting practice e.g. forwards and backwards to 10 and 20/ Letter work and phonics games.	
Sunday	5-10 minutes	Reading with/ to an adult	
TOTAL PER WEEK (Approx)	½ hour- 1hour	Short, regular practice is better than one or two longer stretches.	Plus ½ hour- 1 hour

Children in Year R, 1 and some children in Year 2, will have two reading books; a 'Phonics practice book', and a 'Fluency practice book'. The first book will contain all the taught sounds that children are working on in school, and should present them with a good level of challenge, where they will need to sound out words using their phonics skills. The 'fluency' book will be slightly easier and is intended to focus on developing expression, automatic word recognition (reading without sounding out), rhythm and smoothness, without the need to sound out excessively. Both should be practised alongside each other.

Year 1, Year 2, Year 3 and Year 4:

To read their school book (Phonics Practice and Fluency Practice books where applicable) or another book at least four times a week at home for around ten to twenty minutes. Discuss the way we read punctuation as well as words and how bold or italic words are read differently. Look for how advanced punctuation is used, for example, speech marks, brackets, commas, apostrophes etc. It is very

important that adults discuss these things with their child as they are not likely to notice them on their own.

By Year 2 children should know number bonds to 10 fluently.

By Year 2, all children need to learn their 2x, 5x and 10x tables fluently.

By Year 3, all children need to continue to practise their 2x, 5x and 10x tables but to also learn their 3x, 4x, 6x, 7x, 8x and 9x tables.

By Year 4, all children need to learn their 11 x and 12x tables and consolidate their other times tables to improve the speed and accuracy of their recall. They should recall and learn number family facts, which include the corresponding division facts. For example:

If $7 \times 6 = 42$. then $6 \times 7 = 42$ and $42 \div 7 = 6$; and $42 \div 6 = 7$

Children in Years 5 and 6, should continue to practise all of the above until they are fully fluent in all times table up to 12 x 12.

CHILDREN SHOULD LEARN THE 'FULL' TIMES TABLE, for example, $2 \times 2 = 4$, not counting in steps (e.g. 2,4,6,8 etc). This helps them to retrieve the number facts more quickly rather than having to count up the steps each time.

Suggested Timetable and Focus Years 1,2,3,4 Homework:			'Homework' for Parents/ Carers
Monday	10-20 minutes	Reading, discussing texts	Read a bedtime story at least 4 times a week, if possible every day. 10 minutes per day. (Even when your child is able to read by themselves, it is still beneficial to read them a story, including longer 'Chapter Stories', non-fiction books).
Tuesday	10-20 minutes	Times tables, number bonds, arithmetic practice, maths consolidation work.	
Wednesday	10-20 minutes	Reading & discussing texts	
Thursday	10-20 minutes	Times tables, number bonds, arithmetic practice, maths consolidation work.	
Friday	10-20 minutes	Reading and discussing texts	
Saturday	10-20 minutes	Times tables, number bonds, arithmetic practice, maths consolidation work.	
Sunday	10-20 minutes	Reading/ Grammar task	
TOTAL PER WEEK (Approx)	1- 2 hours	Short and regular practice is better than longer stretches.	Plus ½ hour- 1 hour

Year 5 and Year 6 – Many of the aspects of Year 5 and 6's homework is in line with the homework for Years 2 to 4 but it requires much more depth of study. Children will receive homework covering other areas of the curriculum and their work will begin to require more concentration and self-application. Reading should increase to include regular sustained periods so that children develop the habit of 'getting into a good book'. (Reading a few pages every few days inhibits this). Although fluent readers

are likely to be reading independently by this age, it is still beneficial for parents/carers to hear them read out loud to develop their accuracy, intonation and attention to punctuation in harder text types. This also supports their writing. Developing readers will still need reading support at least 4 times a week, ideally every day.

In grammar and maths, children will receive consolidation work for the learning they are doing in class. Children may also receive practise test papers near the time of their SATs to help them become familiar with the test format. By Year 5 and Year 6, it is expected that all children should have fluent recall of ALL their times tables. Children forget them if they are not used, so a regular (daily if possible) quick and short tables quiz would help your child retain what they have learned.

Suggested Timetable and Focus Years 5/6 Homework:			‘Homework’ for Parents/ Carers
Monday	15-20 minutes	Maths fluency, times tables and arithmetic practise.	Reading a book at least 4 times a week, if possible every day. 10 minutes per day. (Even when your child is able to read by themselves, it is still beneficial to read them a story, including longer ‘Chapter Stories’ and non-fiction books).
Tuesday	15-20 minutes	Reading and discussing texts	
Wednesday	15-20 minutes	Grammar, Punctuation, Spelling practise	
Thursday	15-20 minutes	Reading and discussing texts	
Friday	15-20 minutes	Maths fluency, times tables and arithmetic practise.	
Saturday	15-20 minutes	Reading and discussing texts.	
Sunday	15-20 minutes	Maths fluency, times tables and arithmetic practise.	
TOTAL PER WEEK (Approx)	1.5- 2 hours	Short and regular practise is better than longer stretches.	Plus ½ hour- 1 hour

Homework Format:

Following feedback from parents, the overwhelming majority preferred homework to be sent home via a homework book rather than online. Therefore, children from Years 1-6 will have a homework book which comes home weekly.

Online Support Platforms:

We also use a range of online platforms to support practice and fluency. These include:

- Essential Letters and Sounds- e-books and games
- Times Tables Rock Stars
- Numbots
- A selection of 'Bedtime Stories' read by school staff on our website which your child can follow and read along to on most mobile technology. Copies of these stories can be borrowed from our school library.

Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We are committed to creating a positive climate that will enable everyone to work free from any intimidation and harassment and to achieve their full potential. Children who do not have access to the internet are able to use the computers in school if needed. KS2 children have access to adult support and a suitable space in school to complete homework via our Homework Club.

Children in Key Stage 2 (Years 3-6) who have not completed homework will be asked to attend Homework Club to do so. It is our expectation that all children complete the homework set. We ask that parents contact the class teacher if they require any support with this.