



**Stamford Green Primary School and Nursery**

# **Homework Policy**

Agreed at (please indicate with a \* ):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 8.7.25

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# Homework Policy

## 1. Introduction

- a) This policy has been written after considering the following:
  - i. The important role parents/carers play in their child's education.
  - ii. Ensuring that primary age children have time to discover other activities and interests e.g. Brownies, Cubs, sports clubs, music activities etc.
  - iii. Research on the effects of homework on the learning and well-being of primary aged children.

## 2. Principles

- a) The research and principles that have guided and influenced our approach to homework are:
  - i. *Storytelling and shared reading activities have consistently been shown to improve children's language comprehension skills.'*
  - i. *The importance of reading in early years education – Education Endowment Foundation*
  - ii. *'We found significant evidence that reading is linked to important developmental factors in children, improving their cognition, mental health, and brain structure, which are cornerstones for future learning and well-being.'* Barbara Sahakian – Cambridge University
  - iii. *'Homework in primary school has an effect of around zero. In high school [secondary] it's larger. If you try and get rid of homework in primary schools many parents judge the quality of the school by the presence of homework. So, don't get rid of it. Treat the zero as saying, 'It's probably not making much of a difference but let's improve it'. Certainly I think we get over obsessed with homework. Five to ten minutes has the same effect of one hour to two hours. The worst thing you can do with homework is give kids projects. The best thing you can do is to reinforce something you've already learnt.'*
  - i. John Hattie – Visible Learning, a synthesis of over 800 meta-analyses relating to achievement 2008
  - iv. The most recent research (including international research and that from the Education Endowment Foundation) also agrees on the following:
    - *That overall, homework in primary schools does not appear to lead to large increases in learning;*
    - *That the broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework;*
    - *That the purpose of homework should be made clear to children.*
    - Automaticity. This is the ability to do things without occupying the mind with the low level details required, allowing it to become an automatic response pattern or habit. It is usually the result of learning, repetition and practice.

## 3. Aims and objectives

Regular, well planned homework can:

- a) Develop good habits and self-discipline for the future.
- b) Encourage skills and attitudes which help children improve their educational performance.
- c) Help parents gain an insight into their child's current attainment and rate of progress.
- d) Promote a partnership between home and school.
- e) Provide opportunities to develop independent learning.
- f) Consolidate and reinforce skills, concepts and knowledge learned in school.
- g) Provide a context for pupil/parent interaction.

#### 4. Homework Activities:

- Our homework activities comprise of reading and a little and often phonics or online learning programmes.
- Reading at home means listening to your child read and reading a range of familiar and unfamiliar stories to them.
- Our on-line learning programmes for other little and often activities are:



- The Y2 – Y6 Spelling Shed and/or My Maths assignments will be ready after school every Tuesday and has to be completed by the following Tuesday morning when learning journals are handed in.
- Weekly homework will need to be completed each full week of school as below:

	<b>Activities</b>	<b>Minimum Time allocated</b>
	<b>To be completed 5 times a week unless specified</b>	
YN	<ul style="list-style-type: none"> <li>Adult to read to their child at home</li> </ul>	5 minutes per day for 5 days as a minimum
YR	<ul style="list-style-type: none"> <li>Reading</li> <li>Phonics practice</li> <li>Numbots practice</li> </ul> <p>NB: Some of these activities will be phased in during the autumn term</p>	5 minutes per day 2 - 5 minutes a day 2 - 5 minutes a day
Y1	<ul style="list-style-type: none"> <li>Reading your book</li> <li>Phonics practice</li> <li>Numbots practice</li> </ul> <p>NB: some of these activities will be phased in during the autumn term</p>	5 minutes per day 3 - 5 minutes a day 3 - 5 minutes a day
Y2	<ul style="list-style-type: none"> <li>Reading your book</li> <li>Reading – One minute reading task</li> <li>Spelling Quiz words practice</li> <li>Spelling Shed</li> <li>Numbots practice (autumn term)</li> <li>Times Table Rockstars practice (phased in during the spring term)</li> </ul>	5 minutes per day  2 minute a day 2 – 5 minutes a day 3- 5 minutes a day 3- 5 minutes a day
Y3	<ul style="list-style-type: none"> <li>Reading your book</li> <li>Reading – One minute reading task</li> <li>Spelling Quiz words practice</li> <li>Spelling Shed assignment</li> <li>Times Table Rockstars practice</li> </ul>	10 minutes per day  2 minutes per day 5 minutes per day 5 minutes per day
Y4	<ul style="list-style-type: none"> <li>Reading your book</li> <li>Reading – One minute reading task</li> <li>Spelling Quiz words practice</li> <li>Spelling Shed assignment practice</li> <li>Times Table Rockstars practice</li> </ul>	15 minutes per day  2 minutes per day 5 minutes per day 5 minutes per day
Y5	<ul style="list-style-type: none"> <li>Reading your book</li> <li>Reading – One minute reading task</li> <li>Spelling Quiz words practice</li> <li>Spelling Shed assignment practice</li> <li>MyMaths lesson and task – two assignments to complete each week.</li> </ul>	20 minutes per day  2 minutes per day 5 minutes per day 30 minutes per week
Y6	<ul style="list-style-type: none"> <li>Reading your book</li> <li>Reading – One minute reading task</li> <li>Spelling Quiz words practice</li> <li>Spelling Shed assignment practice</li> <li>MyMaths lesson and task – two assignments to complete each week</li> </ul>	20 minutes per day  2 minutes per day 10 minutes per day 30 minutes per week

## **5. How parents/carers can help**

- a) Please take an interest in your child's homework, particularly finding time to share a book together so that you foster a love of reading with your child. Please read Appendix 3 for 'Top Tips' to help your child with reading.
- b) Please ensure your child looks after their reading books and Learning Journal so that they remain in excellent condition and are brought to school everyday.
- c) Please allow time for the activities to be completed.
- d) Please be positive - Homework is an extension of their learning. Therefore, it is vital that parents display a positive attitude to homework and value its importance.
- e) Please support your child with any misconceptions/difficulties.
- f) Please ensure that school homework is completed before any other homework tasks set by tutors or parents/carers.
- g) Please encourage and support your child to meet the required deadlines. If there is a problem in completing homework within the allocated time period, parents must inform the class teacher before the Tuesday it is due via [parents@stamford-green.surrey.sch.uk](mailto:parents@stamford-green.surrey.sch.uk) with a valid reason so that the child can be offered an extension period.
- h) If children in Y3 - Y6 have forgotten or not completed their homework by the hand in day, they will be required to attend Extra Homework Time to complete tasks during their leisure/play time on a Wednesday. This will help to form good habits early on and develop organisational skills required for life. Please also read 9i.

## **6. Learning Journals – YN, YR and Y1**

- a) In Nursery, Reception and Year 1 the reading record part of the Learning Journal is used to keep a record of books read at home.
- b) Appendix 1 details how Learning Journals should be completed.

## **7. Learning Journals – Y2, Y3, Y4, Y5 and Y6**

- a) Please sign the Learning Journal each week. You may wish to add a brief comment about how your child has got on that week.
- b) Appendix 1 details how Learning Journals should be filled in once the homework activities have been completed and by the homework due day.

## **8. How children can help**

- a) Please look after your Learning Journal as it has to last all year and will have your password details inside it.
- b) Bring your Learning Journal to school every day.
- c) Complete your assignments on time.
- d) Produce the best work you possibly can.
- e) Remember that help will be given in school if it is needed.
- f) Make sure your parents sign your Learning Journal each week.
- g) Always try your best.
- h) It is your responsibility to complete the assignments that have been set.
- i) Remember to let your teacher and parents know if you have difficulties in completing tasks or handing in your Learning Journal on time, before it is due.

## **9. What you can expect from the school**

- a) All children will be given a Learning Journal as well as the passwords they need so that they can access the digital platforms and apps that we use.
- b) We will ensure that each child is regularly choosing books to read at home.
- c) We will set homework in accordance with this policy (amount, timescales, systems) and this will be progressive through the school (see table in section 4).
- d) Teachers appreciate the time and effort taken to complete homework assignments and will check the Learning Journals and engagement with tasks weekly offering verbal feedback as appropriate.
- e) Learning Journals will be acknowledged and returned by the end of the school day each Thursday. Most members of staff run after school clubs or have meetings after

school on Tuesdays and Wednesdays so this gives them reasonable time to value your child's learning at home.

- f) Teachers will keep a homework register to monitor pupils completing homework on time.
- g) If there is a problem in completing homework within the allocated time period, parents must inform the class teacher setting the homework. With a valid reason, children will be offered an extension period.
- h) If children in Y3 - Y6 have forgotten or not completed their homework by the hand in date they will have the opportunity to complete tasks, independently in school, during their leisure/play time on a Wednesday. This is known as Extra Homework Time (EHT).
- i) On the third occasion of homework not being completed in a half term by a pupil, they will have to attend EHT on the Wednesday, Thursday and Friday of that week, with an Assistant, Deputy or Headteacher. This will continue to apply in subsequent weeks, unless homework has been completed as detailed in this policy.
- j) Teachers will contact parents to discuss issues when homework is not completed on a regular basis.
- k) Teachers will offer praise and encouragement for effort and completing tasks. Homework Values Buttons (HVB) will be awarded to children in Y2 - Y6. See Appendix 2 for more information.

## **10. School Holidays**

- a) Homework will not be set during school holidays as we recognise that this is important and valuable rest and family time. In addition to this, childcare arrangements may be different and as a result we do not want to burden families. However, we would love children to keep reading and enjoying a book being read to them during any holiday period.

## **11. Absence from school**

- a) Any pupils absent in term time will not be given additional homework tasks by the school. Parents/carers may source their own resources for children to read or published materials for numeracy and literacy work etc. Pupils can also keep a diary which can be shared with the class upon their return. However, there will be no expectation that this will be marked but positive verbal feedback will be given.

# Appendix 1

Below are some examples of completed Learning Journals, which have been colour coded to show who fills in the different sections:

- Blue = Parent or Child (from Y2 onwards when they are ready to take responsibility for this job) to complete.
- Green = Member of staff to complete
- Grey = Child completes at school when the class does their weekly spelling quiz

The image displays six examples of completed Learning Journals, arranged in a 2x3 grid. Each journal is for a different year level and shows various sections filled out by students and parents.

- Top Left (Y1):** Week Beginning: 22nd September 2025. Reading at Home Record section with entries for 'We're Going on a Bear Hunt', 'The Bumblebee', and 'The Smartest Goat in Town'. Includes a 'Nappies / toileting' table and a 'Sleep' table.
- Top Middle (Y1):** Week Beginning: 22nd September 2025. Reading section for 'In the Bath' with comments like 'Super effort. We practised 'said''. Includes a 'Sleep' table.
- Top Right (Y1):** Daily homework checklist and notes section. Includes a QR code and a note about 'Can you spot 'igh' in a book?'.
- Bottom Left (Y2):** Week Beginning: 22nd September 2025. Reading section for 'The Magic Castle' with comments like 'I read the whole book to Dad. He liked my creepy voice!'. Includes a 'Spelling Quiz' table and a 'Parent/Carer signature'.
- Bottom Middle (Y5):** Week Beginning: 22nd September 2025. Reading section for 'The Lion, the Witch and the Wardrobe' with comments like 'This part was different to the film, it's more exciting.'. Includes a 'Spelling Quiz' table and a 'Parent/Carer signature'.
- Bottom Right (Y5):** Daily homework checklist and notes section. Includes a 'Spelling Quiz' table and a 'Parent/Carer signature'.

- Homework assignments and practice should be ticked off when they have been completed each day.
- The reading section should state the title of what is being read as well as page numbers being read.
- From Y2 upwards, the journal should be signed by a parent/carer in advance of being handed in on Tuesday mornings.



## Homework Values Buttons Guidance – Y2 to Y6

When completing your homework assignments and practice you might have to demonstrate some of our school values such as effort, resilience and making good choices. Each week, your teacher will reward you between 0 and 2 Homework Values Buttons (HVB) for effort and completion of the tasks set. For exceptional homework, an extra HVB (gold in colour) may be awarded to a 'homework hero', giving an absolute maximum of 3 HVB per week. In each class there will be up to 2 'homework heroes' per week.

### How do the HVB tickets work?

Your tickets for the whole academic year will be a page towards the back of your Learning Journal. When you hand in your Learning Journal on Tuesday mornings, your teacher will look at the homework completed in the week leading up to that day and they will initial the amount of HVB you have earned that week. You can save up your HVB and exchange them for a number of rewards in the HVB shop. HVB should be spent by the end of the academic year in which they have been earned, however in exceptional circumstances these will be carried over.

### How do I redeem my HVB?

When you would like to exchange your HVB, take your Learning Journal to the office. You should tell them politely what you wish to exchange your HVB for and the HVB you have used up will be blacked out with a marker pen. If needed, the office will inform your teacher about what you have chosen, such as a muffin day so that they can arrange this for you.

### What can I get for my HVB?

1.	Extra class book time	10 HVB
2.	Extra playtime for the class	20 HVB
3.	Your choice from the book basket ('buy' and take home)	20 HVB
4.	Your choice from the puzzle basket ('buy' and take home)	20 HVB
5.	Your choice from the construction basket ('buy' and take home)	20 HVB
6.	Your choice from the Art and Craft basket ('buy' and take home)	20 HVB
7.	Your choice from the stationery basket ('buy' and take home)	20 HVB
8.	Free art/drawing time (15 minutes)	40 HVB
9.	Your choice of PE game in a PE lesson	40 HVB
10.	You choose time for your class (15 minutes)	44 HVB
11.	Extra time with the iPads/chrome books/laptops (30 minutes)	44 HVB
12.	Extra cosy time (e.g. books/yoga/mindfulness) (15 minutes)	44 HVB
13.	Homework pass for 1 week	50 HVB
14.	Muffin day for the class	58 HVB
15.	Exclusive use of the ball cage for you and up to 5 friends during class Golden Run slot.	60 HVB
16.	Wake and shake session with Mrs Smith	64 HVB
17.	Whole class dance lesson with Mrs James	64 HVB
18.	Homework pass for the class	64 HVB

### What happens if I lose my Learning Journal?

Responsibility is one of our school values, so you must look after your Learning Journal. Unfortunately, if you lose it, you will lose any HVB previously earned.

## 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

### 1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

### 2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

### 3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

### 4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

### 5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

### 6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

### 7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018) *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [eef.literacy-early-years](https://www.eef.org.uk/eef/public/Prep-for-Literacy-early-years)

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# 7 Top Tips to Support Key Stage 2 Children Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures—these tips are aimed at supporting children in Key Stage 2.

**1 Concentrate on reading quality (it isn't all about reading lots!)**



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Why not set your child a reading challenge: How many different things can you read in a day?

**2 Ask your child lots of questions**



All reading matters. Shared reading is about 'reading with', not just 'reading to'. Why not take turns to read a page each of a longer novel? So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

**3 Ask your child to make predictions about what they have read**



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the fox on the front cover? Why do you think he's so sad?'

**4 Ask your child to summarise what they have read**



When you've finished reading, talk about what happened. Think about how the characters behaved and interesting things that happened in the plot. You could encourage your child to keep a **reading diary**, describing the big idea of each chapter.

**5 Ask your child to write about what they have read**



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper (or chalk on a path) and draw around your child. Ask them to fill the outline with lots of information about the main character.

**6 Read and discuss reading with friends or family**



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'you could use your slimepower to help me cook tea tonight.'

**7 Maintain the motivation to read**



Talk about the joy of reading whenever you can. Give your child choices about what they read, being in control is great motivation! Encourage them to recommend books to family and friends. For example, 'you should read this book, Grandad, because you love funny stories.'

**Follow the TRUST steps**



Follow the TRUST steps and keep your child talking about reading

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