



**Deanery CE Primary School  
Academy Status**

# **Homework Policy**

**October 2025**

**The Deanery School Christian Ethos**  
Our School Motto – ‘Ad Majorem Dei Gloriam’  
Translated this simply means ‘To the Greater Glory of God’.

**Vision**

We believe that everything we do is a faithful response to God’s faithfulness, shown to us through Jesus Christ. Our vision is to reflect God’s Glory in every season of life, in all aspects, from the little things, to the big.

**Beliefs and Values**

We believe that God’s heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

**School Culture**

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another.
- Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- Enable each child to value themselves and have aspirations for the future.
- Recognise everyone’s place in the wider community.

## **Rationale :**

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. We believe that homework is an integral part of school life and that it can help to develop the child's love of learning whilst supporting the school ethos and values. At Deanery CE Primary we have a strong commitment to parental involvement and see homework as one way of developing this partnership while valuing the support parents can give to their child.

## **Why give homework?**

- To help children practise skills and develop techniques
- To encourage children to think for themselves and develop study techniques which best suit them
- To reinforce links between home and school
- To involve parents in the education of their child
- It can further stimulate enthusiasm for learning;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
- It helps to foster good habits of organisation and self discipline in preparation for the demands of Secondary School.

## **Homework at our school**

Whilst we support all of the above key principles, we do not wish homework to dominate home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning. We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However discreet homework registers are kept and if a child consistently fails to complete and return tasks, this will be discussed with the child and their parents.

## **Special Educational Needs (SEND)**

All children will have the opportunity to participate in homework. Children with special educational needs will participate in homework at an appropriate level. Specific work may be set to support the SEND work in school.

## PRACTICE AND PROCEDURES

### Main types of Homework :

#### • Foundation Stage

**Phonics** – We ask that children practise their phonic sounds and tricky words (if applicable) for the week, the videos for these can be found on the school website and a home learning sheet will be sent home.

**Reading** – Children in Reception should be reading each night once they have reached the stage of being issued with a book. Their Little Wandle Big Cat Phonics book is a book for them to practise reading and that they should be able to read with ease. Children will bring another book of their choice home that is intended to be shared with parents. We ask that parents sign the children's Reading Records each time they listen to their children read.

**Maths** – Children will be issued with a login in for Numbots at Easter. We ask that children are supported to log on and spend approximately 15 minutes per week on it.

#### • KS1

##### **Maths** –

Children in Year 1 – We ask that children spend approximately 20 minutes a week on Numbots consolidating number skills.

Children in Year 2 – Daily practise of number bonds and times tables facts through the use of Numbots then moving to TT Rock Stars. Class teachers will specify which number bonds or time tables should be practised so that quick recall is achieved by the end of the year. Children will be given a My Maths login and will be set tasks when needed to consolidate learning.

**Reading** – Children in KS1 should be reading for approximately 10 minutes each night.

Children in Year 1 should be reading their Little Wandle Big Cat Phonics book daily. This is a book for them to practise reading and that they should be able to read with ease. Children will bring another book of their choice home that is intended to be shared with parents. We ask that parents sign the children's Reading Records each time they listen to their children read.

Children in Year 2 should be reading to an adult for 10 minutes each night. We also encourage them to read with an adult or independently in addition to this. Children should be discussing what is happening in the book and predicting future events in order to develop their skills of inference and deduction. We ask that parents sign their child's Reading Record each time they listen to their children read.

- **KS2**

**Maths** – Year groups will specify which time tables should be practised and quick recall achieved by the end of the year. Accessing TTRS for short periods of time, regularly throughout the week is an effective way to aid fluency and recall of time tables.

Children in Year 3 – approximately 30 minutes of TTRS per week. My Maths tasks or comprehension tasks (set on Seesaw) set on alternative weeks.

Children in Year 4 – approximately 40 minutes of TTRS per week. My Maths tasks or comprehension tasks (set on Seesaw) set on alternative weeks.

Children Years 5 and 6 – approximately 20 minutes of TTRS per week. My Maths tasks or comprehension tasks (set on Seesaw) set on alternative weeks.

**Reading** – Children in KS2 should be reading for approximately 20 minutes each night. This may be reading to an adult, with an adult or independently. We would also encourage all children to discuss the book, predict future events in order to develop their skills of inference and deduction. Children should be recording 2 of their reading sessions per week and a comment made in reading records (y3) or on Seesaw by the child and parent.

#### **Parental expectations:**

An outline of the teaching programmes - “Programme of Study” will be made available on the school website each term, which will inform parents of topics and their child’s learning. This is important as it helps parents to know more about what is going on in class and to support enthusiasm for learning.

All homework should always have been explained and discussed in class before coming home and be a consolidation of classwork. It is our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills. There should be a clear explanation/reminder from the teacher of what is expected.

#### **Staff expect:**

- Homework to be presented neatly
- Homework to be given appropriate consideration
- Homework to be returned on time
- Parents to value homework and support the school by checking Google Classroom and ensuring homework is completed
- Parents to encourage and praise their child

### Procedure for children who forget homework or who are absent:

The following procedure will apply:

- Children in KS2 will be asked to complete their missed homework in the NEW (Not Enough Work) Room at lunchtime.

### Holiday Work

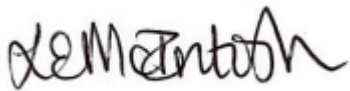
If you take holiday during term-time, something we actively discourage, parents may not request work from the teacher. We suggest that parents organise a holiday diary.

### Homework Concerns

If you find the homework inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently, please talk with your child's teacher in the first instance.

Policy reviewed by Emily Hickling and Emma Collister

October 2025



Approved by Lisa McIntosh, Head Teacher  
Presented to the Governing Body