



Homework Policy

September 2026

Aims of this policy:

- Support children's learning beyond the classroom in a meaningful and enjoyable way.
- Develop children's independence, confidence and responsibility for their own learning.
- Provide clear guidance for parents and carers about how they can support homework at home.
- Create a consistent approach to homework across the school.
- Celebrate children's commitment, effort and success in completing homework.
- Strengthen the partnership between home and school to support every child's learning journey.

Our approach to homework:

At Chawson First School, we believe that homework should be purposeful, manageable and make a meaningful difference to children's learning. For this reason, we focus our homework on the core skills of reading, phonics/spelling, and number. These are areas where regular practice can have a significant impact and where parents and carers can play an important role in supporting learning at home. Research from the Education Endowment Foundation suggests that, for primary-aged children, short, focused homework activities linked closely to classroom learning are more effective than large quantities of homework. Regular practice of these key skills helps children build strong foundations for future learning, and we know that parents and carers can have a particularly positive and measurable impact when supporting these areas at home. We value the partnership between home and know that short, regular activities help children to practise and retain important skills. We have therefore chosen a 'little and often' approach, recognising that children lead busy lives, may attend clubs and activities, and benefit from having time to relax, play and enjoy quality time with their families.

Amount and frequency of homework:

The table below outlines the typical homework expectations for each year group. These are intended as a guide and may vary at different times of the year to reflect children's learning needs. We encourage families to approach homework in a positive and flexible way, with a focus on building confidence, practising key skills and fostering a love of learning.

	Reading	Spellings / Phonics (sent home on sheet)	Maths
Reception	3 times a week (ten minutes)	Phonics Sheet x1 New phonic sounds	Numblocks Episode (emailed to parents)
Year 1	3 times a week (ten minutes)	Phonics Sheet x1 Linked to taught spelling. Typically consisting of: 4 sounds, 8 spellings and Tricky Words.	Once a week. Numbots (5-10 minutes)

Year 2 Plus 2x projects	3 times a week (ten minutes)	Spelling Sheet x1 Spellings linked to taught rules, including dictation sentences.	TT Rock Stars X 1
Year 3 Plus 2x projects	3 times a week (ten minutes)	Spelling Sheet x1 Spellings linked to 200 High Frequency Words and in school KS2 non-negotiable spellings. Includes dictated sentences.	TT Rock Stars x2
Year 4	5 times a week (ten minutes)	Spelling Sheet x1 (to be reviewed x2 per week) Spellings High Frequency Words and in school KS2 non-negotiable spellings with root word and spelling rules. Includes dictated sentences.	TT Rock Stars x5

In Years 2 and 3, children will also be invited to complete two topic-based homework projects across the year. They have a half term to complete each project. These projects are linked to their current learning in school and provide an opportunity for children to explore a subject in greater depth and showcase their creativity. Projects may take many different forms, including models, posters, artwork, presentations, photographs or other creative outcomes. We encourage children to take ownership of their projects and enjoy sharing their ideas and interests with others.

As children move into Year 4, the frequency of homework increases slightly. Homework remains focused on the core skills of reading, spelling and number fluency, and activities are designed to be completed in short, manageable sessions. This increase helps children to develop greater independence, organisation and responsibility for their learning, while preparing them for the expectations of middle school and the next stage of their education.

Organisation of homework:

To ensure a consistent approach across the school and to make homework easy for children and families to manage, **all homework will be issued on a Friday and should be returned by the following Friday.**

Homework will be recorded on a fluorescent Homework Record Sheet (Appendix 1), which will document all home learning. This will be accompanied by a phonics or spelling sheet. Parents and carers are invited to tick the activities that have been completed and add any short comments they wish to share. Please note that The Home Reading Reward Tracker (appendix 2), which allows children to work towards rewards, will run in unison with the Homework Record Sheet.

We encourage families to return the Homework Record Sheet each week, even if not all activities have been completed, as we want to celebrate every effort children make towards their learning at home.

When Homework Record Sheets are returned to school, teachers will take time to recognise and celebrate children's efforts. This may include acknowledging regular participation, perseverance, improvement or a positive attitude towards learning. We believe that noticing and valuing these learning behaviours helps children to develop confidence, resilience and a genuine enjoyment of learning, encouraging them to take pride in their achievements.

How we Will Support Homework:

Chawson First School, we believe that homework is most successful when children, families and school work together. By sharing responsibility and maintaining open communication, we can help children develop confidence, independence and positive learning habits.

The school will:

- Provide clear, purposeful homework that supports children's learning.
- Celebrate and recognise children's efforts and engagement with homework.
- Share information and guidance to help families support learning at home.
- Be available to discuss any questions or concerns about homework.

Parents and carers can help by:

- Encouraging and supporting their child with homework where needed.
- Taking an interest in their child's learning and celebrating their efforts.
- Returning the Homework Record Sheet each week so that achievements can be recognised.
- Letting school know if they have any concerns or if homework is causing difficulties.

Children can help by:

- Completing homework as regularly as possible.
- Trying their best and taking pride in their work.
- Returning their Homework Record Sheet each week and sharing their learning with their teacher.

Appendix 1- Homework Record sheet

Year R Homework		
Please return this homework slip on Friday. You can return it even if you haven't ticked all the boxes, we value ALL home learning.		
Reading	10 Minutes	☐ ☐ ☐
Phonics & Spelling	See attached sheet. The sheet does not need to be returned.	☐ How did you find spelling this week? (Optional comment)
Maths	Please watch the Numberblocks episode sent out via email. Please then email the template.	☐
Child's Name _____		Class _____
Signed _____		Date _____

Year 1 Homework

Please return this homework slip on Friday. You can return it even if you haven't ticked all the boxes, we value ALL home learning.

Reading	10 Minutes	
Phonics & Spelling	See attached sheet. The sheet does not need to be returned.	How did you find spelling this week? (Optional comment)
Maths	Please use Numbots for 5-10 minutes.	
Child's Name _____		Class _____
Signed _____		Date _____

Year 2 Homework

Please return this homework slip on Friday. You can return it even if you haven't ticked all the boxes, we value ALL home learning.

Reading	10 Minutes	
Phonics & Spelling	See attached sheet. The sheet does not need to be returned.	How did you find spelling this week? (Optional comment)
Maths	Please use TT Rockstars for 5-10 minutes.	
Child's Name _____		Class _____
Signed _____		Date _____

Year 3 Homework

Please return this homework slip on Friday. You can return it even if you haven't ticked all the boxes, we value ALL home learning.

Reading	10 Minutes	<input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/> <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/> <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/>	If your child is a fluent reader, they can read to themselves. Don't forget the power of reading aloud though!
Spelling	See attached sheet. The sheet does not need to be returned.	<input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/>	How did you find spelling this week? (Optional comment)
Maths	Please use TT Rockstars for 5-10 minutes.	<input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/> <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/>	
Child's Name _____		Class _____	
Signed _____		Date _____	

Year 4 Homework

Please return this homework slip on Friday. You can return it even if you haven't ticked all the boxes, we value ALL home learning.

Reading	10 Minutes	<input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/> <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/> <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/>	If your child is a fluent reader, they can read to themselves. Don't forget the power of reading aloud though!
Spelling	See attached sheet. The sheet does not need to be returned.	<input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/>	How did you find spelling this week? (Optional comment)
Maths	Please use TT Rockstars for 5-10 minutes.	<input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/> <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/> <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/> <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/> <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/>	
Child's Name _____		Class _____	
Signed _____		Date _____	

Appendix 2- Home Reading Reward Tracker

HOME READING REWARD TRACKER

Pupil Name: _____ Class: _____ Academic Year: _____

Read Number	Date (ONE entry per date)	Adult Signature	Staff Initials
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Read Number	Date (ONE entry per date)	Adult Signature	Staff Initials
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REWARD MILESTONES



5 READS
Sticker

Date Awarded: _____



20 READS
Certificate

Date Awarded: _____



50 READS
Reading Badge

Date Awarded: _____



75 READS
Headteacher Certificate

Date Awarded: _____



100 READS
Reading Champion Privilege/Prize

Date Awarded: _____



READING CHAMPION REWARDS IDEAS



Lunch in the hall
with the Headteacher



Golden Time Pass



Reading Champion Badge



Read a story to
another class



**ONE ENTRY
PER DATE**

Keep reading at home
to collect rewards
and become a
Reading Champion!

HOME READING REWARD TRACKER

Pupil Name: _____ Class: _____ Academic Year: _____

Home Read Number	Date (ONE entry per date)	Adult Signature	Teacher Initials
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Home Read Number	Date (ONE entry per date)	Adult Signature	Teacher Initials
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REWARD MILESTONES



5 READS
Sticker

Date Awarded: _____



20 READS
Certificate

Date Awarded: _____



50 READS
Reading Badge

Date Awarded: _____



75 READS
Headteacher Certificate

Date Awarded: _____



100 READS
Reading Champion Privilege/Prize

Date Awarded: _____

★ READING CHAMPION REWARDS IDEAS ★



Lunch in the hall with the Headteacher



Golden Time Pass



Reading Champion Badge



Read a story to another class



≡ **ONE ENTRY PER DATE** ≡

Keep reading at home to collect rewards and become a Reading Champion!

