Evolution Academy Trust

Progress through Partnership

Costessey Primary School

Homework Policy

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Costessey Primary School

Homework Policy

Inspire • Encourage • Achieve

Our Approach

At Costessey Primary School, we believe homework should reinforce the most important learning children need to practise regularly, without creating unnecessary workload for children, parents or teachers.

Less homework. More purposeful practice.

Our core homework expectations are that the following be completed/practiced at home:

- Reading
- Phonics and spelling
- Times tables and number facts

These are the areas where regular practice at home can make a significant difference to children's confidence, fluency and independence.

1. Reading

We expect children to read at home regularly, with daily reading encouraged.

Reading at home might include:

- reading independently;
- reading aloud to an adult;
- an adult reading to the child;
- sharing and discussing a book together.

Parents and carers are encouraged to talk to their child about what they are reading, discuss new vocabulary and ask questions about the text.

The aim is not simply to record that a child has read, but to develop a love of reading alongside fluency, vocabulary and comprehension.

Children's reading at home will be recorded through Page Ticker.

2. Phonics and Spelling

Children will regularly practise the phonics, spelling patterns and vocabulary they are learning in school.

We encourage short, regular practice rather than lengthy written tasks.

Parents and carers can support by:

- practising sounds and words;
- discussing spelling patterns;

- asking children to spell words aloud;
- encouraging children to use new vocabulary;
- looking for opportunities to apply spelling in everyday writing.

Teachers will provide children with the appropriate words, patterns or phonics knowledge to practise.

3. Times tables and Number Facts

Children should regularly practise the multiplication and number facts appropriate to their year group.

Times Tables Rock Stars (TTRS) may be used to support this practice, alongside:

- quick-fire questioning;
- games;
- practical activities;
- practising facts orally;
- everyday opportunities to recall number facts.

TTRS is a tool to support mathematical fluency, rather than the homework expectation itself.

Our aim is for children to develop rapid and secure recall, not simply to complete a certain number of online activities.

Expectations by Year Group

We encourage all children to read at home daily. As a minimum we ask families to record at least 3 reading sessions a week using our online reading diary, Pageticker.

Year Group	Reading	Phonics / Spelling	Maths
Nursery	Share stories, books, rhymes and songs regularly at home 3 or more times a week.	Enjoy listening games, rhyming activities and exploring sounds in the environment. Explore initial letter sounds in summer term.	Explore counting objects, recognising small quantities and representing numbers in different ways, initially focusing on numbers to 5 and building towards 10.
Reception	Read regularly at home, practising sounds, blending and reading books matched to phonics knowledge 3 or more times a week.	Practise weekly phonics sounds, blending words and reading common exception words (including RWI red words).	Develop number recognition, counting and understanding numbers to 10, including number bonds, number composition, doubles, 1 more and 1 less.
Year 1	Read regularly at home, developing fluency, accuracy and comprehension 3 or more times a week.	Practise weekly sounds, blending words and sight recognition of 'red' undecodable words.	Practise number bonds within 10 and 20, counting forwards and backwards in 2s, 5s and 10s, and developing early addition and subtraction fluency.
Year 2	Read regularly at home, developing fluency, expression and comprehension 3 or more times a week.	Continue phonics practice for children accessing RWI. Practise weekly spelling patterns and common exception words.	Secure number bonds to 20 and 100 and related addition and subtraction facts; practise multiplication and division facts for the 2, 5 and 10 times tables.
Year 3	Read regularly at home, developing fluency, expression and comprehension 3 or more times a week.	Continue phonics practice for children accessing RWI. Practise weekly spelling patterns and common exception words.	Consolidation of the 2, 5 and 10 times tables and division facts. Practice and learn the 3, 4 and 8 times table and division facts.
Year 4	Read regularly at home, developing fluency, vocabulary	Continue phonics practice for children accessing RWI.	Develop rapid and accurate recall of all multiplication and division facts up

	expression and comprehension 3 or more times a week.	Practise weekly spelling patterns and common exception words.	to 12 × 12, applying these to calculations and problems.
Year 5	Read regularly at home, developing fluency, vocabulary expression and comprehension 3 or more times a week.	Practise weekly statutory spelling patterns and words.	Maintain rapid recall of all multiplication and division facts up to 12 × 12 and apply these to increasingly complex calculations and problems, including fractions, decimals and measures.
Year 6	Read regularly at home, developing comprehension, inference, vocabulary and critical understanding, 3 or more times a week.	Practise weekly statutory spelling patterns and words.	Maintain rapid recall of all multiplication and division facts up to 12 × 12 and apply these confidently to complex calculations and problem-solving, including fractions, decimals, percentages and ratio.

The Role of Parents and Carers

Parents and carers play an important role in helping children develop positive learning habits.

We encourage families to:

- read and talk about books together;
- listen to their child read;
- practise spelling and phonics little and often;
- ask children times-table and number-fact questions;
- use TTRS where appropriate;
- praise effort, perseverance and improvement.

The most valuable homework is often a shared book, a conversation or five minutes of practice together.

If Homework is Not Completed

We recognise that family circumstances vary and that occasionally homework may not be completed.

Where core homework expectations are regularly not being met, the class teacher will speak with the child where appropriate, and/or to their parent/carer to understand whether there are any barriers and agree how the school can support.

Our aim is to develop positive habits and regular practice, rather than create unnecessary conflict around homework.

Staff Expectations

Teachers will:

- provide clear and manageable homework;
- ensure homework reinforces current or important learning;
- avoid unnecessary written tasks;
- communicate expectations clearly with children and families;
- recognise that children may have different levels of support available at home;
- follow up persistent difficulties with homework in a supportive way.