



Pirton Hill Primary School

Homework Policy (September 2025)

Originated by: SLT
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1. Overarching Values

Expect:

We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.

Believe:

We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.

Achieve:

We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.

Enjoy:

We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.

2. Introduction

2.1 Homework is given to pupils at Pirton Hill to support and embed the knowledge, skills and language children have developed in school and to allow parents and carers to play an active role in their child's learning.

2.2 The Education Endowment Foundation (EEF) analysis of research evidence of the impact of homework (summarised in the [Teaching and Learning Toolkit](#)) highlights that primary-aged children who access homework make, on average, 3 months more progress than those who do not. The use of digital technology can increase this impact up to 6 months additional progress. The same analysis states that disadvantaged pupils typically receive additional benefits from homework

2.3 Homework is most effective when:

- Schools prioritise quality over quantity
- Homework relates directly to the learning in the classroom
- Children are provided with high-quality feedback
- Schools understand and address any barriers to completion, such as access to a learning device or resources.
- Teachers explicitly teach independent learning strategies.

3. Aims

3.1 The aim of homework at Pirton Hill Primary School is to:

- Create lots of opportunities to practice reading so that children can become fluent, confident and independent readers
- Provide frequent opportunities for pupils to practice and learn to recall key facts that facilitate deep learning such as timetables, spellings and key information

- Give parents and carers a chance to engage with the type of learning that their child is doing at school
- Develop self-discipline, organisation and personal responsibility, as well as cultivate good habits that form a crucial foundation for future academic and personal success.

4. Homework Expectations

4.1 Our weekly homework expectations are:

	Reading <i>(see Section 5)</i>	Mental Arithmetic / Maths <i>(see Section 6)</i>	Spellings <i>(see Section 7)</i>	Grammar <i>(see Section 8)</i>
Reception	5 x 10mins per week			
Years 1 – 2	5 x 15mins per week	Numbots <i>At least 30mins per week, ideally 5-10mins daily</i>	Weekly Spellings <i>At least 20mins per week, ideally 5mins daily</i>	
Years 3 – 4	5 x 20mins per week	TT Rockstars <i>At least 30mins per week, ideally 5-10mins daily</i>	Spelling Shed <i>At least 20mins per week, ideally 5mins daily</i>	
Years 5 – 6	5 x 20mins per week	White Rose: Infinity+ <i>Complete set assignment (20-30mins)</i>	Spelling Shed <i>At least 20mins per week, ideally 5mins daily</i>	Grammar Shed <i>Complete set assignment (20mins)</i>

4.2 Meeting our homework expectations is celebrated as part of our weekly “green”, well done message to parents / carers (*please refer to the Pirton Hill Behaviour Policy*)

4.3 Additional work may be sent home for children who have missed out on learning through detrimental behaviour choices to catch up on missed learning.

5. Reading *(for detailed information see <https://www.pirtonhill.com/reading-at-pirton-hill/>)*

5.1 The Pirton Hill Policy is underpinned by the principle that the most important homework activity is regular reading.

5.2 It is important for parents / carers to read with children and to discuss books, pictures and stories, even when they are in Year 6.

- From Reception to Year 4, children’s reading records are to be signed by parents / carers daily, after hearing children read.
- In Year 5 & Year 6, children should record their reading in their reading record after every read and parents / carers should sign once a week.

5.3 In Reception, Year 1 and Year 2 the children predominantly read reading scheme books, targeted at their level. There is not an expectation that the book will be changed every day; we encourage children to reread a book two times – to develop fluency and confidence. Children who read at home at least 5 times a week are rewarded at the end of the half term with a certificate and keyring.

5.4 In Key Stage 2, the children use Accelerated Reader (AR) to support their reading development. Each child completes a STAR Reader Test (which sets their reading book level and target), then reads books from within their range, completes an online quiz on the book once they have read it to earn points towards their target. Children who achieve their AR target are rewarded at the end of the half term with a certificate and an exclusive Star Reader Bug. All children who save a bug every half term during an academic year, are rewarded with a special 7th bug.

Link to Accelerated Reader - <https://ukhosted5.renlearn.co.uk/2073227/>

6. Mental Arithmetic / Maths

6.1 Frequent practice is essential to develop and embed these skills - little and often is the key.

6.2 To further support learning and automatic recall of number facts we expect all learners from Reception to Year 6 to access and play Numbots or Times Tables Rockstars at home.

6.3 Numbots is primarily aimed at Key Stage 1 pupils, supporting development of number bonds, addition and subtraction knowledge.

Link Numbots - <https://play.numbots.com/?#/account/school-login/60888>

6.4 Times Tables Rockstars is primarily aimed at pupils in Years 3 and 4 to develop automatic recall of multiplication and division facts.

Link TT Rockstars - <https://play.ttrockstars.com/auth/school/student/60888>

6.5 White Rose: Infinity+ is primarily aimed at pupils in Years 5 and 6 to embed xxxxxxxx.

Note, some children in Year 5, who are not fluent with recall of multiplication and division facts, may continue to be set Times Tables Rockstars.

6.6 For children who do not have access to a digital device, paper copies are provided.

7. Spellings

7.1 Frequent practice is essential to embed the spelling patterns and words (*including harder to read and spell words and National Curriculum spelling lists*) that the children are taught in school.

7.2 For pupils in Key Stage 1, a weekly spelling list is sent home (*based on Essential Letters and Sounds and the National Curriculum Spelling Lists*) for children to practice on a daily basis ahead of a spelling test the following week, using the "Look, Cover, Write and Check" approach.

7.3 For pupils in Key Stage 2, Spelling Shed is used to provide an interactive and varied approach to children practising the spelling rule and/or word lists taught in school. The class teacher assigns a spelling pattern and/or word list to the pupils on a weekly basis for the children to complete online, ahead of a spelling test the following week.

7.6 For children who do not have access to a digital device, paper copies are provided.

8. Grammar

8.1 Focussed practice is essential to embed the grammar and punctuation rules that the children are taught in school.

8.2 Spelling Shed is used to provide an interactive and varied approach to children practising the punctuation and grammar rules learnt in school. The class teacher sets an assignment – based on the current teaching – for the pupils on a weekly basis for the children to complete online.

8.3 For children who do not have access to a digital device, paper copies are provided.

9. Homework Routine

9.1 Homework for all year groups is set based on the same cycle every week (which is re-emphasised to parents on the Homework Organisers (see Appendix 1). This is designed to make it easier for parents / carers as children progress through the school.

All homework is due on a Wednesday for all year groups.

Handwriting and Additional Learning Activities are given out on a Friday and expected to be completed/handed in at 9.00am the following Wednesday.

9.2 Teachers check that all homework has been completed on a Wednesday. If any aspect of the homework has not been completed, it results in a loss of the “green”, well done message (virtual postcard) for that week (see 4.2).

10. How parents / carers can help with homework

10.1 Parents / carers commit to supporting the school’s Homework Policy when they sign the Home / School Agreement - “I / we will support my child to ensure that all homework is completed.”

10.2 To assist parents / carers to support the child with organising their homework, the school sends home a half-termly “Homework Organiser” plus gold star stickers to use as a reward (see Appendix 2). These allow parents / carers and children to support their child to take responsibility for completing their homework. Parents / carers are encouraged to put it up in your house and tick off the homework as their child completes it. It is for home use only and does not need to be handed in to school.

10.3 Below is a list of ways that parents / carers can show their child that they value their homework and the time and effort spent completing it.

Parents / carers can show that they value their child’s homework by:

- providing a suitable place in which your child can do their homework, preferably with an adult to discuss, encourage and support;
- making it clear to your child that you value homework and support the school in explaining how it can help learning;
- encouraging your child and praising them when they have completed work set;
- signing and dating your child’s completed homework to show that it is a true reflection of their best efforts;
- ensuring work is complete and returned to school on time;
- checking your child spends a suitable amount of time on homework.

10.4 Additionally, parents / carers can support their child’s development by:

- visits to libraries, museums etc.;
- cooking with them;
- taking your child swimming;
- playing games, e.g. board games, cards, ball games;
- watching informative TV programmes together;
- providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.;
- gardening and growing plants;
- using the internet to research something with your child (following guidelines for safe internet use);
- talking to your child about schoolwork, their day, what they have been learning about and how they have been learning.

10.5 If a parent / carer finds the homework inappropriate for their child, if they lack interest, if it becomes a battle or if they are concerned that homework is given inconsistently please talk with the child’s teacher in the first instance.

11. Incomplete Homework

11.1 The school cares about the progress of all children and aspires to no child falling short of their potential due not completing homework.







11.2 However, the school recognises that – for the youngest children – the completion of homework (and the record of completion) is reliant on the support of parents / carers. If a child does not complete their homework for that week, the parent / carer of that child will not receive a “green”, well done message (virtual postcard) for that week. Where this is the case, the parent / carer will be informed that this is the reason. If patterns of incomplete homework emerge, this will be followed up by the class teacher with the parent / carer.

11.3 Older children (Year 3 upwards) are able to complete homework independently. Therefore, if they do not complete and hand in their homework by 9.00am.

- The parent / carer is informed on a Wednesday that their child is due to stay for Homework Club after-school (3.20-4.00pm) the following day.
- If the child completes the outstanding homework and hands it in by 9.00am on the Thursday morning, they do not get their “green”, well done message (virtual postcard) for that week but they also do not have to attend Homework Club.
- If the child does not complete, or hand in, the outstanding homework by 9.00am on the Thursday the parent / carer receives a message confirming that their child is staying for Homework Club.

Homework Club starts with a period of reflection (see Appendix 3) followed by an opportunity for the children to complete the outstanding homework (with access to technology and support, if required).

Appendix 1: Example Homework Organiser (for use at home)

12 th – 18 th September		19 th – 25 th September		26 th Sept – 2 nd October	
Reading (1 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (1 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (1 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
Reading (2 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (2 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (2 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
Reading (3 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (3 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (3 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
Reading (4 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (4 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (4 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
Reading (5 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (5 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (5 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
TT Rockstars (30mins) (or 1 page, if using paper version)	<input type="checkbox"/>	TT Rockstars (30mins) (or 1 page, if using paper version)	<input type="checkbox"/>	TT Rockstars (30mins) (or 1 page, if using paper version)	<input type="checkbox"/>
Handwriting	<input type="checkbox"/>	Handwriting	<input type="checkbox"/>	Handwriting	<input type="checkbox"/>
Maths Homework	<input type="checkbox"/>	Maths Homework	<input type="checkbox"/>	Maths Homework	<input type="checkbox"/>
					
3 rd – 9 th October		10 th – 16 th October		17 th – 23 rd October	
Reading (1 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (1 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (1 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
Reading (2 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (2 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (2 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
Reading (3 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (3 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (3 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
Reading (4 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (4 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (4 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
Reading (5 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (5 of 5) (Reading Record signed by adult)	<input type="checkbox"/>	Reading (5 of 5) (Reading Record signed by adult)	<input type="checkbox"/>
TT Rockstars (30mins) (or 1 page, if using paper version)	<input type="checkbox"/>	TT Rockstars (30mins) (or 1 page, if using paper version)	<input type="checkbox"/>	TT Rockstars (30mins) (or 1 page, if using paper version)	<input type="checkbox"/>
Handwriting	<input type="checkbox"/>	Handwriting	<input type="checkbox"/>	Handwriting	<input type="checkbox"/>
Maths Homework	<input type="checkbox"/>	Maths Homework	<input type="checkbox"/>	Maths Homework	<input type="checkbox"/>
					

Appendix 3: Homework Club Reflection Script

Slide 1 (Title Slide)

Before we start completing our homework, we are going to think about why homework is important and how it helps you succeed. Homework is part of working hard and being the best we can be.

Slide 2 (Why Is Homework Important?)

Homework helps you practise what you learn in school. This is very important as it reinforces what you have learned; making it easier to remember and means you are less likely to forget.

Homework allows you practice basic skills – like reading, handwriting and times tables – so that you become really quick at them, they become automatic and you don't have to think about how to do them. This helps the rest of your learning.

Homework also helps you build skills like being responsible, self-disciplined and time management. These skills will help you in school and later in life.

Slide 3 (How Homework Links to Our Values and Rules)

At Pirton Hill, we believe in working hard and improving on our personal best. Doing homework is one way to show this. It's also part of following our school rules. When you complete your homework, you are showing pride in your learning and respect for the school rules.

Slide 4 (Benefits of Doing Homework)

When you do your homework, you'll feel proud because you're achieving your goals. You'll also find it easier to understand lessons in class and new learning will be easier too!

Your teachers and other adults – including your parent s- will notice your hard work, and it will help you to be the best you can be.

Slide 5 (What Happens Next?)

The good news is that you can make a change for next week and start to develop the habit of completing your homework again.

However, to do this, we firstly need to reflect on what went wrong this week. Think about the reason why you didn't complete all of your homework. **[30 SECONDS PAUSE FOR REFLECTION]**

And then think about what you could do differently next week, so that you do complete your homework and get all the benefits that we just talked about. **[30 SECONDS PAUSE FOR REFLECTION]**

Slide 6 (Ready to start working)

Right, we now need to complete our missing homework, so I want to see you are ready to start.

[WHEN ALL CHILDREN ARE QUIET & READY]

Well done, I can see that you are ready to learn. Now, strive to be the best you can be.