

St. Alban & St. Stephen Catholic Primary School & Nursery



‘Learning and Growing with God by our Side’

Home Learning Policy

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Version and Date	Key Updates
V2.	Proud Presentations- Oral Poem Autumn Term 1 Year 4- CGP books

Rationale

At St Alban and St Stephen Catholic Primary School, homework is designed to support children's learning while respecting the central role of the family and Catholic teaching that *"Parents are the first educators of their children."* (*Catechism of the Catholic Church*, 2223). As a Catholic school, we recognise that education needs to be a shared vocation between home, school, and parish, rooted in our belief in the dignity of every child and the importance of family life.

Aims of Homework

Homework at St Alban and St Stephen Catholic Primary School & Nursery aims to:

- Develop positive habits for learning, including responsibility and independence
- Reinforce and consolidate learning that has already taken place in class
- Prioritise and promote reading for pleasure and language development
- Support the rehearsal of key foundational skills (e.g. phonics, spelling, number facts, number fluency)
- Strengthen the partnership between parents, carers, and school
- Prepare pupils gradually for the expectations of secondary education with a difference in expectations for upper Key Stage 2 children
- Be manageable and supportive without placing undue pressure on parents and carers, or increasing marking workload for teachers

Research Base

Our new homework policy is evidence-based. It takes into account the views of staff, parents and carers; EEF research and extensive research into reading at home by the National Literacy Trust. Research indicates that:

- Homework in primary schools has a small overall impact on attainment (approximately +3 months progress).
- Increasing the quantity of homework does not reliably improve outcomes. Short, focused, high-quality homework is more effective than longer tasks.
- It is important to make the purpose of homework clear (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).
- Schools should take account of differing home circumstances, for example, access to a quiet space, or lack of electronic devices.
- Homework is most beneficial when it reinforces learning already taught in class; focusses on reading and key skill rehearsal; and receives feedback in school.
- Reading for pleasure at home has a significant impact on children's language acquisition, engagement in learning and their academic attainment at the end of Key Stages 2 and 4.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

Daily Reading

We recommend that parents and carers prioritise reading with their child, as research shows that this is the home learning task which has the most significant impact on learning.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Recommended daily time	At least 10-15 minutes	At least 15-20 minutes	At least 20-25 minutes	At least 25-30 minutes
Guidance	Children should: - From Reception, read their school reading book to someone else and discuss what they have read. Little Wandle reading books include focus vocabulary and comprehension questions which should be discussed together. Older, fluent readers may read independently, but should discuss what they have read with someone. During the reading time, children could also: - Share their school library book with an adult or older fluent reader - Read a book of their own choice for pleasure - Listen to an adult or older fluent reader reading a book to them, for example, as a bedtime story - Listen to an audiobook Parents should comment in the reading record, date and sign at least once each week. Staff will check and sign the parent comments in the reading record once each week.			

Notes:

- Children on phonics band reading books will change their books once each week. They will already have read the book in school. Practising at home will help to build fluency and expression. The aim is to read a book expressively with 95%+ fluency - in other words, they only 'sound out' around 5% of the words. Children on a coloured book band will have the chance to change books once each week.
- Library books will be changed once each week in EYFS and KS1 and at least once a fortnight in KS2. Library books may be too easy or too difficult for your child, but this does not matter. It is important that they are able to choose some of the books they want to read and share.
- Tips for reading at home:
 - Keep it enjoyable and stop before it becomes stressful – enjoyment matters most.
 - Read to your child regularly, even when they can read themselves
 - Talk about the story rather than correcting every mistake. Ask questions about what has happened. Retrieval questions are about facts in the book: (What / Who/Where/When). Inference questions ask your child to think more deeply and read between the lines: (Why). You could also ask them to predict what might happen next, or to express a preference - which part/ character was most exciting/ funny/ scary?
 - Be a role model – let your child see you reading
- If your child is a reluctant reader, you could:
 - Take turns reading a page each (Team Reading)
 - Read a sentence with lots of expression and ask your child to copy it (Echo Reading)
 - Try a graphic novel, recipe, children's newspaper, look up facts online, or listen to an audiobook- this will still build comprehension, vocabulary and enjoyment of reading.
 - Read the same book as your KS2 child and talk about it together as a 'Book Group'.
 - Act out dialogue using the characters' voices and lots of expression or even actions.
 - Make a cosy reading den somewhere in the house where your child can read.
 - Try reading to a younger sibling, a relative via video call, a pet or even to a favourite toy

Home Learning Tasks for EYFS (Nursery & Reception) – Foundation Skills

Subject / Task	Platform / App	When and How Homework is Set	When and How Homework is Handed in and Checked / Marked	Other Information	Recommended Time
Nursery Daily Reading		School library book chosen by the child.	-	Children can choose a school library book, which will be changed once each week. They can also choose to listen to and share a book of their own choice from home. An adult or fluent reader should share a book with their child every day.	At least 10 mins per day
Nursery Oracy (Show & Tell)	In-person	Child-led topic.	The teachers will tell you when the set weekly Show and Tell sessions take place.	Each child can share a favourite item, an item linked to learning, or a piece of news during Show and Tell timeslot. They could also share a picture on Tapestry. Parents should help their child practise what to say.	Time to talk about what they are going to say and to practise aloud.
Expected Homework Time per Week for Nursery: Daily reading. Optional: Additional time spent on enrichment tasks set on the half-termly planner (see below).					
Reception Daily Reading	Reading record book	Weekly reading book chosen by teacher.	Parents should comment in the reading record, date and sign at least once each week. Staff will check and sign the parent comments in the reading record once each week.	See detailed information above about reading at home. Reading books will be changed once each week. Children can also choose a library book, which will be changed once each week.	At least 10–15 mins per day
Reception Phonics Practice	Tapestry	Teacher- sent home on a Tuesday via a weekly memo.	Practise phonics throughout the week. Not formally marked	For phonics practice & uploading special achievements	5 mins most days (30 mins per week)
Reception Oracy (Show & Tell)	In-person	Child-led topic.	The teachers will tell you when the set weekly Show and Tell sessions take place.	Each child can share an item linked to learning, or a piece of news during a set Show and Tell timeslot (no toys). They could also share a picture on Tapestry. Parents should help their child practise what to say.	Time to talk about what they are going to say and to practise aloud.
Expected Homework Time per Week for Reception: Approximately 30 minutes weekly in total, in addition to daily reading. Optional: Additional time spent on enrichment tasks set on the half-termly planner (see below).					

Home Learning Tasks for Key Stage 1 (Year 1 and Year 2) – Foundation Skills

Subject / Task	Platform / App	When and How Homework is Set	When and How Homework is Handed in and Checked / Marked	Other Information	Recommended Time
Daily Reading	Reading record book (must be in your child's bookbag each day)	Weekly reading book	Parents should comment in the reading record, date and sign at least once each week. Staff will check and sign the reading record once each week.	See detailed information above about reading at home. Reading books will be changed once each week. Children can also choose a library book, which will be changed once each week.	At least 15–20 mins per day
Phonics/Spelling Practice	Google Classroom	Set by the teacher weekly every Tuesday.	Must be completed by the following Monday. Children will be given a weekly class spelling test each Monday or Tuesday on the spellings practised.	Practise spellings with your child little and often. Read the words together, say each sound clearly, and encourage your child to write the word. Try fun activities such as spelling games, hangman, rainbow writing, or spotting the words in books and on post-its around the house. Praise effort as well as success.	5 mins practice most days (30 mins weekly)
Maths (MyMaths)	MyMaths	Set by the teacher weekly every Tuesday.	Must be completed by the following Monday. Automatic marking online. Checked weekly by teacher.	Maths consolidation to revisit maths covered in class. Each activity includes a helpful revision lesson. You can watch this with your child to build their confidence.	15 mins weekly plus the lesson recap if necessary.
Maths Fluency (Numbots)	Numbots	Self-paced	Automatic marking online.	Numbots builds speed and fluency with number bonds. The level is automatically adjusted to the child's speed and fluency.	5 mins x3 weekly (15 mins)
Oracy (Termly) Autumn: Poem Spring: Speech Summer: Speech	In-person	Child-led topic. The teacher will tell you when it is your child's turn.	Termly in class with feedback given by teacher and peers.	See more information below. In the Autumn term, your child will learn a poem to perform. In the Spring and Summer term, children will prepare a short 1-5 minute speech on a topic of their own choosing. A schedule will be provided in advance.	Termly. Time to talk about their presentation and to practise aloud.

Expected Homework Time per Week for Key Stage 1: Approximately 1 hour weekly in total, in addition to daily reading.

Optional: Additional time spent on enrichment tasks set on the half-termly planner (see below).

Home Learning Tasks for Lower Key Stage 2 (Year 3) – Foundation Skills

Subject / Task	Platform / App	When and How Homework is Set	When and How Homework is Handed in and Checked / Marked	Other Information	Recommended Time
Daily Reading	Reading record book (must be in your child's bookbag each day)	Weekly reading book	Parents should comment in the reading record, date and sign at least once each week. Staff will check and sign the reading record once each week.	See detailed information above about reading at home. Children will have a reading scheme book and can also choose a library book. They will have the opportunity to change these once each week.	At least 20–25 mins per day
Spelling Practice	Spelling Shed	Set by the teacher weekly every Tuesday.	Must be completed by the following Monday. Children will be given a weekly class spelling test each Monday or Tuesday on the spellings practised. Automatic marking online.	Practise spellings with your child little and often. Read the words together, say each sound clearly, and encourage your child to write the word. Try fun activities such as spelling games, hangman, rainbow writing, or spotting the words in books and on post-its around the house. Praise effort as well as success.	5 mins most days (30 mins weekly)
Maths (MyMaths)	MyMaths	Set by the teacher weekly every Tuesday.	Must be completed by the following Monday. Automatic marking online. Checked weekly by teacher.	Maths consolidation to revisit maths covered in class. Each activity includes a helpful revision lesson. You can watch this with your child to build their confidence.	Up to 30 mins weekly plus the lesson recap if necessary.
Maths Fluency (Times Tables Rock stars)	TTRS (Times Tables Rock Stars)	Self-paced	Automatic marking online.	Builds speed and fluency with times tables facts. Parents can view a 'heat-map' showing their child's progress and areas to work on.	10 mins x3 (30 mins weekly)
Oracy (Termly) Autumn: Poem Spring: Speech Summer: Speech	In-person	Child-led topic. The teacher will tell you when it is your child's turn.	Termly in class with feedback given by teacher and peers.	See more information below. In the Autumn term, your child will learn a poem to perform. In the Spring and Summer term, children will prepare a short 1-5 minute speech on a topic of their own choosing. A schedule will be provided in advance.	Termly. Time to plan and prepare content and to rehearse aloud.
Expected Homework Time per Week for Lower Key Stage 2: Approximately 1-1.5 hours weekly in total, in addition to daily reading. Optional: Additional time spent on enrichment tasks set on the half-termly planner (see below).					

Home Learning Tasks for Key Stage 2 (Years 4, 5 and Year 6) – Foundation Skills

Subject / Task	Platform / App	When and How Homework is Set	When and How Homework is Handed in and Checked / Marked	Other Information	Recommended Time
Daily Reading	Reading record book	Reading book	Parents should comment in the reading record, date and sign at least once each week. Staff will check and sign the reading record once each week.	See detailed information above about reading at home. Children will have a reading scheme book and can also choose a library book. They will have the opportunity to change these once each week.	At least 20–25 mins per day
Reading	CGP Reading workbook	Pages set by the teacher weekly every Tuesday.	Must be completed by the following Monday. Marked together in class.	1-2 pages based on work in class or revision.	20 mins.
Spelling Practice	Spelling Shed	Set by the teacher weekly every Tuesday.	Must be completed by the following Monday. Children will be given a weekly class spelling test each Monday or Tuesday on the spellings practised. Automatic marking online.	Practise spellings with your child little and often. Read the words together, say each sound clearly, and encourage your child to write the word. Try fun activities such as spelling games, hangman, or spotting the words in books and on post-its around the house. Praise effort as well as success.	5 mins most days (30 mins weekly)
Grammar, Spelling & Punctuation	CGP GPS workbook (Yr 5 & 6 only)	Pages set by the teacher weekly every Tuesday.	Must be completed by the following Monday. Marked together in class.	1-2 pages based on work in class or revision.	20 mins.
Maths (MyMaths)	MyMaths	Set by the teacher weekly every Tuesday.	Must be completed by the following Monday. Automatic marking online. Checked weekly by teacher.	Maths consolidation to revisit maths covered in class. Each activity includes a helpful revision lesson. You can watch this with your child to build their confidence.	Up to 30 mins weekly plus the lesson recap if necessary.
Maths-worksheets	CGP Maths workbook	Pages set by the teacher weekly every Tuesday.	Must be completed by the following Monday. Marked together in class.	1-2 pages based on work in class or revision.	20 mins.
Oracy (Termly) Autumn: Poem Spring: Speech Summer: Speech	In-person	Child-led topic. The teacher will tell you when it is your child's turn.	Termly in class with feedback given by teacher and peers.	See more information below. In the Autumn term, your child will learn a poem to perform. In the Spring and Summer term, children will prepare a short 1-5 minute speech on a topic of their own choosing. A schedule will be provided in advance.	Termly. Time to plan/prepare content and to rehearse aloud.

Expected Homework Time per Week for Upper Key Stage 2: Approximately 1.5- 2 hours weekly in total, in addition to daily reading.

Optional: Additional time spent on enrichment tasks set on the half-termly planner (see below).

Further Guidance : Termly Oracy Homework – Years 1-6

Aim: To develop children's confidence, clarity, and fluency when speaking, as well as their ability to organise ideas and speak to an audience.

Autumn term: Children will learn a short poem to perform to their class using effective expression and gestures. A choice of age-appropriate poems will be sent home, or your child is welcome to choose and memorise a favourite rhyme or poem. This homework is designed to help children build confidence in performing and practise clear delivery. Memorising the poem will help them to focus on their performance.

Spring & Summer term: children will be expected to prepare a short 1-5 minute speech on a topic of their own choosing. They will present their speech to the class at a different time during the term. This homework is designed to help children build confidence in speaking, organise their ideas, and practise clear communication. Children may use prompt cards or bring in small objects to support their talk. However, PowerPoint or digital presentations will not be used. We encourage children to practise presenting to their parents at home and choose a topic they are excited to share.

Optional : Half-Termly Home Learning Enrichment Tasks - Nursery – Year 6

Aim: To enrich learning by encouraging creativity, curiosity, and enjoyment, while promoting meaningful collaboration and shared learning experiences within families in a low-pressure, flexible way.

These tasks can be found on the 'Medium Term Plan and Optional Home Learning' for each year group. This will be sent to parents and carers during the first two weeks of the half term and posted on the year-group page on the school website. Children can choose to complete any or all suggested home learning tasks suggested. These activities will be more creative and will be linked to the half-termly topics in a range of subjects.

Children should bring any home learning tasks completed into school on a Monday or Tuesday. Teachers will ensure that any child who brings in an optional home learning task will have the chance to share their work in front of the class during a set time that week and receive verbal feedback from the staff and their peers. House points will be awarded for completing home learning tasks. Home learning will then be displayed on a celebration display in the classroom.

Parents are not expected to post home learning tasks on Tapestry (EYFS) or Google Classroom, but they may choose to do this if it is more convenient.

Ensuring that all children have the opportunity to complete homework

- Children will be given the option of reading in After School Club if they attend. Years 4, 5 and 6 children will be given the option of completing their CGP homework books during After School Club if they attend.
- Homework Club will run for Year 4, 5 and 6 pupils every Tuesday lunchtime. Children who have not completed their homework at home will be expected to complete their homework supervised by a teacher.
- If parents do not have access to electronic devices, they should inform the class teacher, who will make paper copies of spellings and MyMaths worksheets available to them.

Home Learning Apps and Websites

Homework Platform	How to access	Used by	Subject and Purpose	How it is set and checked	Other Information
Tapestry	Via the secure Tapestry app or website using a parent username and password	EYFS	Phonics / Spelling practice	Staff check and respond to posts but work is not formally marked.	Tapestry can be also be used by parents to upload photographs of special achievements. Parent/Carer Support: https://support.tapestry.info/parents-carers/
Google Classroom	Online using a school email, username, and password	Year 1-2	Phonics / Spelling word lists to practise	Set weekly by the teacher.	Children will be given a weekly class spelling test. Parent/Carer Support: https://support.google.com/families/answer/7685480?hl=en
Spelling Shed	Online or via an app using an individual username/password	Years 3-6	Spelling practice through games and quizzes	Set weekly by the teacher. Marked automatically online.	Children will be given a weekly class spelling test on the spellings practised. Parent / Carer Support: https://files.edshed.com/docs/Parent+Guide+for+Spelling+Shed.pdf
My Maths	Online or via an app using an individual username/password	Years 1-6	Maths consolidation to revisit maths covered in class.	Set and checked weekly by the teacher. Marked automatically online.	Each activity includes a helpful revision lesson. You can watch this with your child to build their confidence. Parent / Carer Support: https://support.mymaths.co.uk/category/parent-support/parents-getting-started/
Numbots	Online or via an app using an individual username/password	Year 1-2	Build speed and fluency with number bonds.	Marked online.	Numbots will adjust the level to the child's speed and fluency. Parent / Carer Support: https://numbots.com/parents-and-carers/
Times Tables Rock Stars	Online or via an app using an individual username/password	Years 3-4	Build speed and fluency with times tables facts.	Marked online.	Parents of Year 3 and 4 children can view a 'heat-map' showing their child's progress. A hard copy of this will be given out during Parent Consultations. Parent / Carer Support: https://trockstars.com/parents/
CGP books	Parents will be asked to make a voluntary contribution towards the CGP Homework books and given the option of buying additional study books.	Years 4, 5 and 6	Revise content in the Year 4, 5 and 6 curriculum.	Marked in class each Monday.	If a child is finding homework difficult, parents should let the teacher know. Support videos can be found at: https://www.bbc.co.uk/bitesize/subjects/zv48q6f (English) https://www.bbc.co.uk/bitesize/subjects/z826n39 (Maths)

