

## SSMJ POLICY FOR Homework

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*Following the example of Jesus, together we learn, love  
and respect one another to be the best we can be.*

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“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”

## **Homework Policy February 2026**

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“So, whether you eat or drink, or whatever you do, do all to the glory of God.”

Corinthians 10:31

### **The Purpose of setting homework:**

At SSMJ the purpose of homework is to:

- Provide opportunities to develop enjoyment of and a commitment to learning in order for pupils to achieve their potential.
- Help pupils to develop the important skills of independent study and the self-discipline of working without immediate control.
- Help pupils recognise the link between good study habits and higher standards of achievement.
- Embed the message to pupils that school is not the only place for learning and it can take place in a variety of ways.
- Check that pupils have understood class work.
- Allow for practice and consolidation of work done in class and to allow for the preparation of future class work.
- Give time for more extensive coverage of the curriculum, through integrated planning of class work and homework.
- Improve the links further between home and school by helping parents understand what their children are learning in school and to encourage them to participate in that learning.

Consolidation and balance is key at SSMJ and we want our homework to be enjoyable and relevant, not onerous and needless.

### **What is the Role of the School?**

- To provide parents with a clear policy regarding homework.
- To include all stakeholders at SSMJ- Governors, SLT, Class Teacher, Child and Parents/carers linking everyone as one community.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework, including reminding Parents (verbally) about the completion of homework activities.
- To promote the completion of homework activities.
- To provide homework activities that encompasses a wide range of activities.

### **What is the Role of the Teacher?**

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To give feedback about homework.
- To inform parents if there is a problem regarding homework.

### **What is the Role of the Parent / Carer?**

- To support the child in completing homework, using the Success Criteria for homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To make sure reading records are complete (either by parent/ carer or by the child as appropriate).

### **What is the Role of the Child?**

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

### **What Homework can be set?**

Homework can vary between class to class and child to child, depending on the learning needs of that individual child. Homework can take various forms including written, photographs, creative pieces in 2D and 3D or it could be online (Including purchased programs like Purple Mash). Children with special educational needs can be set homework appropriate to their learning needs. Please note that homework is optional and will never be forced.

### **Early Years Foundation Stage (EYFS) - Homework**

Homework can play a fundamental role in supporting children's learning but needs to reflect the key principles of Early Years Foundation Stage Curriculum taught within school.

In EYFS at SSMJ we firmly believe that learning can take place at anytime and anywhere and our homework policy reflects this. Parents are informed of 'Learning' taking place in school via the weekly newsletter and via the webpage. To support home/school learning, parents are encouraged to share learning that takes place outside of school uploading photographs

or videos via class dojos portfolio. Children are then able to share these experiences with their peers encouraging home/school approach to learning. Learning shared from home can also reflect current topics taught within the EYFS curriculum at school as learning is about sharing children's interests and following their ideas.

More formal homework is sent home, and this may include:

- Reading books - Parents are asked to sign to say children have read nightly.
- Current phonemes being taught in Phonics.

Supporting parents and children with learning at home is a key area so parents are invited at different times throughout the year to attend training in different areas. Staff support parents supporting children through regular communication and helpful suggestions.

### **KS1**

In Key Stage 1 Homework includes:

- Reading books - Parents are asked to sign to say children have read nightly.
- Weekly Spellings
- Homework linked to Maths and English
- Times Tables using Times Tables Rock Stars (TTRS) – including different 'Battles'.
- Letter-join

### **KS2**

In Key Stage 2 Homework includes:

- Reading books - Parents are asked to sign to say children have read nightly.
- Weekly Spellings
- Times Tables using Times Tables Rock Stars (TTRS) – including different 'Battles'.
- Letter-join
- Homework linked to Maths and English using CPG books.
- Optional Curriculum Homework

As a school we also subscribe to the following websites that can be used as part of our homework

<https://play.trockstars.com/auth/school/student>

<https://play.numbots.com/#/intro>

<https://charanga.com/yumu/login>

<https://www.purplemash.com/sch/stmichaelbb7#/>

Each child will have been given an individual login for each of the websites above. If you are unsure of your child's login details, please speak to your child's class teacher who will be able to provide you with a copy.

Please also refer to Class Dojo and class pages on the school's website where there may be further links to support learning at home.

### **How can parents find out more information about homework?**

Each year group provides an outline of the topics being covered in each subject during the term. These are shared on the school website. Teachers follow the same system for handing in homework and they can tell parents and children about this at the beginning of the year. If parents need advice on how to support their children with homework then they can speak to the child's class teacher.

### **Equal Opportunities: (See Equal Opportunities Policy)**

At SSMJ Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate affirming attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge.

### **Inclusion:**

(eg EAL/SEN/PPG/Provision for HA) All pupils are entitled to access Homework at a level appropriate to their needs. Individual class teachers will decide on appropriate homework to give to these pupils based on their current needs and this will be reviewed as required.

### **Parents:**

We, at SSMJ, actively encourage the involvement of families and the wider community to help support Homework.

### **Why can children sometimes be given extra homework?**

Children who take part in specialised lessons such as Additional Support Sessions may sometimes be set extra homework to reinforce the work being done. Additionally, children who work in a one to one situation with teaching assistants, can sometimes be given extra homework. In both cases, children should complete this work alongside their normal homework unless the child or the parents have been told otherwise.

### **What can happen if children don't complete their homework?**

The expectation is that children can complete their homework. If there is non-engagement with homework, this will be followed up by the class teacher in the idea of working together to support the child in engaging in home learning and creating a solution rather than a problem with the motion of moving forward and moving away any barriers that may be affecting the homework e.g. challenge, resources. Homework will always be encouraged but never enforced.

### **How can feedback be given?**

Teachers can provide feedback on homework in a variety of ways, as per the marking policy. Homework is shared through Class Dojo.



Homework is completed in books supplied by the teacher and an ongoing record can be kept between home and school with the feedback increasing throughout the year and the link between home and school becoming greater.

## Appendix

### English Key Words

#### English

##### Key Learning Indicators of Performance in Writing: Word Lists



Year 1 Common Exception Words					
the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

#### English

##### Key Learning Indicators of Performance in Writing: Word Lists



Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

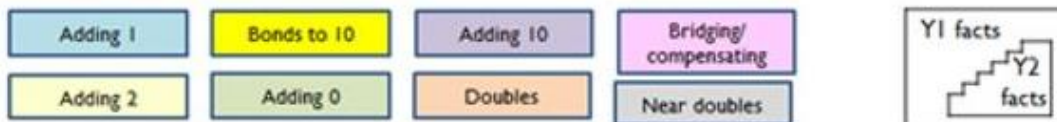


Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					

## Maths

At the start of year 3 we would expect children to know all their addition and number bond facts to 10.



+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

By the end of Year 4, we would expect children to know all multiplication facts up to 12 x 12

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144