



Kineton Green Primary School  
SUMMIT LEARNING TRUST

*Kineton Green Primary  
School*

# Homework Policy

Updated : – October 2025

To be reviewed – October 2026

## **Contents:**

[Statement of intent](#)

1.Aims

2.Rationale

3.Schedule

4. Philosophy and Expectations

5. Monitoring and Review

## Statement of intent

At Kineton Green Primary School, our homework policy is designed to support pupils' learning in a way that is purposeful, manageable, and developmentally appropriate. We believe that homework should reinforce key skills in reading and number work, foster independence, and promote a love of learning—without placing undue pressure on children or families. Our approach is progressive across the school and reflects our belief that children should enjoy their childhood, rest after a busy school day, and not be burdened by excessive academic demands at home.

### 1.Aims

- To consolidate and reinforce key skills in **reading, phonics, spelling, and number fluency**.
- To promote **independent learning habits** in a gradual and age-appropriate manner.
- To encourage **parental engagement** in a positive and stress-free way.
- To prepare pupils, particularly in **Year 6**, for the transition to secondary school.
- To offer **optional project-based tasks** that allow creativity and family involvement without pressure.

### 2.Rationale

Research from the **Education Endowment Foundation (EEF)** and other UK studies shows that **daily reading** and **repeated practice of number facts** significantly improve fluency and comprehension. Reading fluency, defined as the ability to read with speed, accuracy, and expression, is closely linked to better outcomes in comprehension and overall attainment. Similarly, **number fluency**—the ability to recall and apply number facts quickly and accurately—is essential for success in mathematics and problem-solving.

Studies also show that **retrieval practice** (recalling information from memory) and **spaced repetition** (revisiting material over time) are among the most effective learning strategies for long-term retention. These strategies are particularly powerful when applied to reading and number work in primary education.

Our policy is designed to reflect this evidence, ensuring that homework is purposeful, manageable, and beneficial without overwhelming children or families.

### 3.Schedule

Our homework schedule is progressive and tailored to each year group's developmental stage. The focus is on **reading**, **number fluency**, and **spelling**, with **optional project work** each term. Below is a summary:

<b>Year</b>	<b>Focus Group</b>	<b>Homework Tasks</b>
<b>Nursery</b>	Exposure & enjoyment	Daily Storytime, rhymes, Numbots, reading for pleasure, optional half termly project
<b>Reception</b>	Early literacy & numeracy	Reading (10 mins, 3 times a week), Numbots, reading for pleasure, optional project
<b>Year 1</b>	Basic skills	Reading (10 mins 3 times a week), weekly phonics spellings, Numbots, reading for pleasure, optional half termly project
<b>Year 2</b>	Foundations	Reading (10–15 mins 3 times a week), spellings, Numbots/TT Rockstars, optional project
<b>Year 3</b>	Independence	Reading (15 mins 3 times a week– books or reading plus), TT Rockstars, Spelling Shed, optional half termly project
<b>Year 4</b>	Core practice	Reading (15–20 mins 3 times a week– books or reading plus), TT Rockstars, Spelling Shed, optional half termly project
<b>Year 5</b>	Upper KS2 prep	Reading (20 mins 3 times a week– books or reading plus), TT Rockstars, Spelling Shed, optional half termly project
<b>Year 6</b>	SATs & transition	Reading (20–30 mins 3 times a week – books or reading plus) TT Rockstars, Spelling Shed, SATs practice books, optional half termly project

## 4. Philosophy and Expectations

- Homework should be **enjoyable, manageable, and meaningful**.
- Children should not be expected to do **large amounts of homework** after a full day of learning.
- Parents are encouraged to **support**, not **teach**, and should not feel burdened.
- Homework is not used for punishment or comparison; it is a tool for **reinforcement and confidence-building**.
- **Optional project work** each term allows children to explore topics creatively with family support.
- **Year 6** pupils receive more structured homework to support their **transition to secondary school**, including SATs preparation and study skills.

## 5. Monitoring and review

This policy will be reviewed annually by the governing board and the principal.

Any changes made to this policy will be communicated to all relevant stakeholders.