



**CEDAR**  
Children's Academy

# Homework Policy

## September 2025

### **Rationale**

At Cedar Children's Academy, we continue to value the strong partnership between home and school in supporting children's learning. In line with research from the Education Endowment Foundation (EEF), which highlights that homework is most effective when it is closely linked to classroom learning and includes opportunities for feedback, we are refining our approach to ensure homework is purposeful, manageable, and impactful.

In particular, we are placing greater emphasis on reading and times tables practice, both of which are strongly correlated with improved academic outcomes and life chances. According to the OECD (2016) and National Literacy Trust, children who read regularly perform better across all subjects and are more likely to succeed in later life. Reading enhances vocabulary, comprehension, empathy, and critical thinking—skills essential for lifelong learning and success.

## **Teachers**

In setting homework, teachers will:

- Clearly communicate homework expectations and provide guidance for completion.
- Offer feedback and dedicated review time in class where appropriate.
- Monitor completion and address barriers to access (e.g. devices, support).
- Provide support through homework clubs where needed.

## **Parents/Carers**

At Cedar Children's Academy, we recognise the importance of developing a sound partnership between parents and children with reference to children's learning. Parents/Carers will:

- Support their child's reading and homework routines.
- Engage with school platforms such as Tapestry and Times Table Rockstars.
- Communicate any challenges with homework to the class teacher.

## **Pupils**

At Cedar Children's Academy, we understand the importance of developing children's independence and teaching them to take on some responsibilities. Pupils will:

- Take responsibility for completing and returning homework.
- Seek help when needed and take pride in their work.

## What sort of homework should I expect for my child?

Homework	Nursery and Reception	KS1	LKS2	UKS2
Reading	<p>Children are supplied with story books to read as a family which allow children to have exposure to modelling of tone, intonation, expression etc.</p> <p>In Reception, when children are ready, Children will bring home reading books that are matched to their reading ability. Please ensure children read at least four times a week and that a parent/carer signs in their child's reading log to say they have read.</p>	<p>Children will bring home reading books that are matched to their reading ability. Please ensure children read at least four times a week and that a parent/carer signs in their child's reading log to say they have read.</p> <p>Children should also be read story books and any other texts which allow children to have exposure to modelling of tone, intonation, expression etc.</p>		
Maths	<p>At Cedar Children's Academy, we encourage families to engage in simple, practical activities that help children explore numbers in meaningful, everyday contexts. These activities should be playful, low-pressure, and part of your child's natural routine.</p> <p>Here are some ideas to try at home:</p> <p><u>Counting in Daily Routines</u> Count steps as you go up or down the stairs, apples in the fruit bowl, socks while folding laundry, or cars on the street. Use opportunities to count forwards and backwards.</p> <p><u>Setting the Table</u> Ask your child to help set the table by counting out the correct number of plates, cups, or cutlery. This supports one-to-one correspondence and number recognition.</p> <p><u>Snack Time Maths</u> Count how many carrot sticks, grapes, or crackers are on their plate. You can also ask questions like, "If you eat one, how many are left?"</p>			<p>Children in Years 2 to 6 are expected to practise on Times Table Rockstars at least twice per week.</p> <p>This supports fluency in multiplication and division, which underpins success in wider mathematical learning.</p> <p>Please contact your child's class teacher if your child has lost their login details.</p>

	<p><u>Bath Time Fun</u> Use bath toys to count, group, and compare quantities. Try simple addition like “You have 3 ducks and 2 boats—how many toys altogether?”</p> <p><u>Number Hunts</u> Go on a number hunt around the house or while out and about—look for numbers on doors, clocks, packaging, or signs.</p> <p><u>Songs and Rhymes</u> Sing number songs like “Five Little Ducks” or “Ten in the Bed” to reinforce counting and subtraction in a fun way.</p> <p><u>Sorting and Grouping</u> Sort toys by colour, size, or type, and count how many are in each group. This builds early categorisation and comparison skills.</p>	
Optional homework projects	<p>Termly curriculum overviews will continue to include optional homework projects.</p> <p>These projects are designed to foster creativity, curiosity, and deeper engagement with curriculum themes.</p>	

Caveat	<p><b>In addition to the standard format</b>, where the teacher feels that there are areas of need, children may be provided with extra one-off pieces of work or booster packs.</p> <p><b>These could be:</b></p> <ul style="list-style-type: none"> <li>• <i>‘Same Day’ consolidation tasks which support the learning that has taken place in school that day; this is designed to increase confidence and accuracy in preparation for the following lesson; <b>this could be for any lesson.</b></i></li> <li>• <i>Handwriting exercises e.g. Fine motor skill activities, letter formation or handwriting packs.</i></li> <li>• <i>Sentence work e.g. writing subordinate clause sentences which include accurate punctuation.</i></li> <li>• <i>Reading comprehension tasks.</i></li> <li>• <i>A research project around a particular topic in order to support children’s writing in class.</i></li> <li>• <i>Packs of work to aid revision at specific times of year - Phonics packs, Y2 booster pack, Y6 booster packs.</i></li> </ul>
Year 6	<p>In preparation for secondary school, Year 6 pupils will complete a weekly revision task.</p> <p>These tasks will be reviewed in class with teachers to consolidate learning and secure key knowledge.</p> <p>This approach supports transition readiness and builds independent study habits.</p>

### Rewards

When children complete their homework, they will receive a class dojo.

### Monitoring

The Headteacher will regularly review the Policy and Guidelines on behalf of the Governing Body, alongside the whole staff team, and will monitor the quality of homework provision through planning and work scrutiny.

### Establishing Homework Routines at Home

To support children in developing positive study habits and a sense of responsibility, we encourage families to create a simple weekly homework timetable and display it in a visible place at home - such as on the fridge or a bedroom wall. Research from the Education Endowment Foundation (EEF) suggests that consistent routines and structured home environments can significantly enhance children's learning outcomes and independence. A visual planner helps children anticipate what is expected, manage their time, and take ownership of their learning. Parents and carers are encouraged to involve their child in creating the timetable, making it age-appropriate and achievable. An example of a weekly homework planner is included in Appendix 1 to support families in getting started.

#### Appendix 1 – Example homework planner

EXAMPLE ONLY							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
English	4-4:20 read		6:40-7pm read	6:40-7pm read			4-4:20 read
Maths		4-4:20 TTRS			4-4:20 TTRS		

#### Appendix 2 – Guidance for Parents/Carers

##### How can parents help?

There are many ways you can help:

- Time set aside for homework should be respected by the rest of the family. Try to make sure it becomes part of your child's daily routine.
- Encourage your child to establish a homework routine which best suits them, e.g. not when they are becoming tired, etc.
- For younger children little and often is best – 10-15 minutes daily is a good habit. As children become older, they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence. For example, it would be beneficial to get children into the habit of reading every evening; time spent on reading should range from approximately 10 minutes in Key Stage 1 and up to 30 minutes in Key Stage 2. We appreciate this isn't always possible every day but a minimum of 3-4 times a week should be encouraged.
- Ask your child/children questions about what they are learning at school (talking helps everyone understand things clearly)
- Play word and number games to consolidate early learning of letter sounds, common vocabulary and number bonds.
- Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are).
- Help them to form letters the way they are taught at school starting at the correct point.
- Help your child find out additional facts, e.g. by visiting the library or researching on the Internet.

### **Appendix 3 – Tapestry**

Tapestry is an easy-to-use and secure online learning journal helping staff and families celebrate their children's learning and development. School adults regularly upload observations of the children to share with their families. Homework is also put on Tapestry for Parents/Carers to access and complete.

Parents/Carers are able to upload observations of what their child is doing at home. Below are links to support you with this.

Setting up your account;

<https://www.youtube.com/watch?v=n7ROkDnb4I0>

Setting up notifications;

[https://www.youtube.com/watch?v=ZvjWs\\_1Fgn8](https://www.youtube.com/watch?v=ZvjWs_1Fgn8)

Adding an observation;

<https://www.youtube.com/watch?v=espJ96TJHV8>