



HURST HILL PRIMARY SCHOOL

HOMEWORK POLICY

Date	Review Date	Coordinator
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Contents

1. Our Approach to Homework
2. What Type of Homework Will Be Set?
3. Reading
4. Accelerated Reader
5. CENTURY
6. Times Tables Rock Stars (TTRS)
7. Foundational Knowledge
8. Mathematics, SPaG and Times Tables
9. Year 6 SATs Preparation
10. Homework Expectations by Year Group
11. When Will Homework Be Set and Checked?
12. Recognition and Celebration
13. How Homework Will Be Checked
14. The Role of Parents and Carers
15. The Role of Children
16. The Role of Teachers
17. Working Together
18. Key Homework Expectations

1. Our Approach to Homework

At Hurst Hill Primary School, we believe that homework provides an important opportunity for children to continue their learning beyond the classroom. Regular practice, rehearsal and extension of learning support children in retaining key knowledge, developing fluency and applying their skills independently.

Homework also helps children develop important learning behaviours, including independence, organisation, responsibility and perseverance. As children progress through the school, we aim to gradually develop their ability to manage their own learning and prepare them for the increased independence expected at secondary school.

Homework is designed to complement the learning taking place in school. It should be manageable, purposeful and focused on activities that support children in remembering, retrieving and applying important knowledge and skills.

Through reading, online learning, times table practice and knowledge retrieval, we aim to develop children who are confident, independent learners and who take pride in their achievements.

2. What Type of Homework Will Be Set?

Key Stage 1

Homework in Key Stage 1 will primarily consist of:

- Daily reading
- Phonics practice
- Foundational Knowledge revision
- Paper-based activities linked to learning in class

Children are expected to read regularly at home and practise the phonics knowledge and skills they are developing in school.

Key Stage 2

Homework in Key Stage 2 will include:

- Weekly CENTURY activities in Mathematics and/or SPaG
- Regular Times Tables Rock Stars practice
- Daily reading
- Foundational Knowledge revision
- Additional SATs preparation in Year 6 where appropriate

3. Reading

Reading is a central part of our homework expectations across the whole school.

All children are expected to read every day at home and record their reading in their reading diary. Parents and carers are encouraged to listen to their child read regularly, discuss books together and celebrate reading success.

Reception and Key Stage 1

Reading supports the development of:

- Phonics
- Fluency
- Vocabulary
- Comprehension

Children will read books appropriate to their stage of phonics development and should be encouraged to re-read texts to build confidence and fluency.

Key Stage 2

Children are encouraged to read a wide range of fiction, non-fiction and poetry texts in order to develop:

- Vocabulary
- Fluency
- Comprehension
- Reading stamina
- Critical thinking skills

4. Accelerated Reader

Hurst Hill Primary School uses Accelerated Reader to support every child in becoming a confident and independent reader.

A key feature of Accelerated Reader is the use of a child's **Zone of Proximal Development (ZPD)**. A ZPD identifies the range of books that are appropriately challenging for an individual child.

Reading within this range helps children to:

- Build confidence
- Extend vocabulary
- Improve comprehension

Learning Together

- Experience success
- Develop a lifelong enjoyment of reading

Children complete termly STAR Reading Assessments which provide an ATOS score. This information enables teachers to determine an appropriate ZPD range and monitor progress over time.

For example, a child with a ZPD of 2.5 to 4.5 should select books within that range. Books below the range may not provide sufficient challenge, whilst books above the range may be too difficult and lead to frustration.

Parents and carers can support children by:

- Encouraging them to choose books within their ZPD
- Listening to them read regularly
- Discussing vocabulary and themes
- Asking questions about books
- Recording reading in reading diaries

When available, children should complete an Accelerated Reader quiz after finishing a book. These quizzes help assess understanding and provide valuable information to teachers about reading comprehension.

Our commitment to reading is simple: Every Child. Every Book. Every Step Forward Matters.

5. CENTURY

Hurst Hill Primary School uses **CENTURY** as part of its homework provision in Key Stage 2.

CENTURY is an online learning platform that combines educational research, learning science, artificial intelligence and technology to create personalised learning pathways for pupils. The platform provides carefully designed learning videos, explanations and self-marking questions which help children practise and consolidate learning independently.

Teachers use CENTURY to set weekly homework activities in Mathematics and/or Spelling, Punctuation and Grammar (SPaG). The platform provides immediate feedback while allowing teachers to monitor engagement, progress and understanding.

Why Do We Use CENTURY?

CENTURY helps children to:

- Reinforce learning from lessons
- Practise key skills independently
- Build confidence
- Improve long-term retention of knowledge
- Receive immediate feedback

Learning Together

- Take ownership of their learning

CENTURY also enables teachers to identify strengths and misconceptions so that support can be provided where needed.

Children are expected to complete all assigned CENTURY activities each week.

6. Times Tables Rock Stars (TTRS)

Times Tables Rock Stars (TTRS) is an online programme designed to develop rapid and accurate recall of multiplication and division facts.

Strong times table knowledge forms the foundation for many areas of mathematics. Instant recall allows children to access more advanced mathematical concepts with increased confidence and fluency.

Why Do We Use TTRS?

Regular TTRS practice helps children to:

- Improve speed and accuracy of recall
- Develop mathematical fluency
- Increase confidence in mathematics
- Support wider mathematical understanding
- Prepare for multiplication assessments
- Develop positive learning habits

The engaging and motivating nature of TTRS encourages children to practise frequently while enjoying the challenge of improving their personal scores.

Children are expected to access TTRS regularly throughout the week.

7. Foundational Knowledge

At the beginning of each academic year, every child receives a **Foundational Knowledge Poster**.

These posters contain essential facts and knowledge that pupils should know and remember, particularly within Mathematics.

Children are encouraged to revisit these facts regularly through little-and-often practice.

Regular engagement supports:

- Fluency
- Recall

Learning Together

- Retention
- Confidence
- Long-term learning

Parents and carers are encouraged to revisit these facts regularly at home.

Foundational Knowledge posters are designed to complement rather than replace reading, CENTURY and TTRS homework.

8. Mathematics, SPaG and Times Tables

Weekly homework will be set through CENTURY in:

- Mathematics
- Spelling, Punctuation and Grammar (SPaG)

These activities provide opportunities for pupils to practise and consolidate learning from class.

Children are also expected to use TTRS regularly to develop secure multiplication and division knowledge.

9. Year 6 SATs Preparation

Year 6 pupils will receive additional opportunities to prepare for their end-of-key-stage assessments.

This may include:

- SATs-style mathematics questions
- Reading practice
- Grammar activities
- Punctuation activities
- Spelling activities
- Practice papers

Preparation will be carefully balanced alongside reading, CENTURY, TTRS and Foundational Knowledge activities to ensure children continue to develop secure understanding across the curriculum.

10. Homework Expectations by Year Group

Year Group	Homework Expectations
Reception	Approximately 15 minutes of reading each day.
Year 1 and Year 2	At least 20 minutes reading daily, regular phonics practice and weekly homework activities.
Year 3 and Year 4	At least 20 minutes reading daily, weekly CENTURY Maths and/or SPaG activities, regular TTRS practice and Foundational Knowledge revision.
Year 5	At least 20 minutes reading daily, weekly CENTURY Maths and/or SPaG activities, regular TTRS practice and Foundational Knowledge revision.
Year 6	At least 20 minutes reading daily, weekly CENTURY Maths and/or SPaG activities, regular TTRS practice, Foundational Knowledge revision and SATs preparation where appropriate.

These are intended as general guidelines and may be adjusted according to the needs of individual children.

11. When Will Homework Be Set and Checked?

Homework will be set and checked on a Friday for the following week.

Children will receive clear instructions regarding the activities they are expected to complete.

Children may also have opportunities during the school day, including early morning learning sessions, to complete some CENTURY activities.

Reading should take place throughout the week and be recorded regularly in reading diaries.

12. Recognition and Celebration

We believe children's efforts should be recognised and celebrated.

Children who consistently complete homework may receive:

- Verbal praise
- House points
- Class recognition
- Certificates
- Postcards home
- Positive messages to parents and carers
- Raffle tickets
- Other rewards determined by the class teacher

The emphasis is on developing positive learning habits and encouraging children to take pride in their learning.

13. How Homework Will Be Checked

Homework will be monitored regularly by staff.

Online platforms such as CENTURY and TTRS allow teachers to monitor participation, engagement and progress.

Teachers may use:

- Verbal feedback
- Whole-class feedback
- Individual feedback
- Celebration of effort
- Recognition of achievement

Where homework is not completed regularly, staff will work alongside children and families to identify barriers and provide support.

14. The Role of Parents and Carers

Parents and carers play an important role in supporting positive homework habits.

We ask parents and carers to:

- Provide an appropriate space for homework
- Establish a regular homework routine
- Encourage independence
- Listen to reading regularly
- Record reading in diaries
- Encourage completion of CENTURY activities
- Support regular TTRS practice
- Revisit Foundational Knowledge facts

The role of parents and carers is to encourage, support and celebrate learning rather than complete work on behalf of their child.

15. The Role of Children

Children are expected to:

- Read every day
- Record reading in their diary
- Complete CENTURY activities
- Practise times tables using TTRS
- Revisit Foundational Knowledge facts
- Take pride in their work
- Persevere when learning becomes challenging
- Ask for help when required

Children should develop increasing independence and responsibility as they progress through the school.

16. The Role of Teachers

Teachers are responsible for:

- Setting purposeful and manageable homework
- Monitoring completion and engagement
- Providing appropriate feedback
- Recognising effort and achievement
- Setting relevant CENTURY activities
- Encouraging regular TTRS practice
- Supporting children's reading development

Teachers will use STAR Assessments, Accelerated Reader quizzes and classroom assessment information to support and monitor progress.

17. Working Together

Homework is most effective when school and home work together.

We recognise that every family is different and that circumstances may change. If a child experiences difficulty accessing or completing homework, parents and carers are encouraged to contact the class teacher so that support can be provided.

Learning Together

Our shared aim is to help every child:

- Develop strong learning habits
- Secure essential knowledge
- Become a confident and independent reader
- Develop mathematical fluency
- Take increasing responsibility for their learning
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18. Our Key Homework Expectations



Read every day



Choose books within your ZPD range



Record and sign your reading diary



Complete an Accelerated Reader quiz after reading (where available)



Complete your Century Maths and/or SPaG homework



Practise your Times Tables in TTRS regularly



Revisit your foundational knowledge facts little and often



Take pride in your learning

Hurst Hill Primary School

Learning Together

"Working together to develop confident, independent and successful learners."