FRINTON-ON-SEA PRIMARY SCHOOL

Policy name	HOMEWORK POLICY
Member of Staff Responsible	HEAD OF SCHOOL
Issue Status/Date	Autumn 2026
Review Date	Autumn 2027

AIM

When providing Homework, the intention will be to support and enhance the work undertaken by pupils at school.

GENERAL PRINCIPLES

- Teachers in all year groups will be providing work to be done at home. It is expected that pupils will undertake the work for themselves, but we would encourage parents/ carers to take an interest and be supportive to their children, without taking away their independence. With Reading homework, parents/ carers are asked to add comments to the child's Reading Diary which accompanies the reading book.

- Teachers will provide clear instructions to pupils about their homework, including the timescales in which it is to be completed.

- Teachers will provide information to parents/ carers where the homework to be undertaken is not self-explanatory.

- Teachers will always provide feedback to pupils about their homework, whether through a test given as a result of the homework, by marking, or by discussing the homework with the child.

- Homework will be differentiated, where appropriate, according to ability.

- The homework schedule outlined in Appendix 1 gives a detailed list of requirements for all year groups. They are a minimum requirement.

- Occasionally, due to unforeseen circumstances, teachers will not be able to comply with the attached Homework schedule, but these occasions will occur infrequently (eg. Science week, teacher absence, etc).

Further Home Learning Ideas

Whilst homework tasks, which are set by the school, can provide children with valuable learning experiences, the scope and range of these tasks has to be limited so that all children are able to undertake them.

Families can make a significant contribution to their child's broader development through providing a range of opportunities and experiences in addition to those provided by the school. These can make a significant difference to how children approach new concepts and undertake problems and challenges within the classroom. See suggestions below:

- Involve children in day to day tasks that require the application of basic literacy and numeracy skills. For example: writing a shopping list, counting out cutlery items for dinner, weighing ingredients, working out change, telling the time.

- Make car journeys count - maths songs, audiobooks, following road maps, I-spy (shapes, numbers, words).
- Link local family excursions to school topics, e.g. visit to Ipswich Museum, Sutton Hoo, Colchester Castle.
- Playing board games that develop number, word and problem-solving skills.
- Art & craft activities that develop artistic talents but also support fine-motor development.
- Dressing-up box - great for developing imagination and storytelling skills.
- Getting out and about in different environments that extend children's knowledge and understanding of the world.
- Extra-curricular clubs and activities that develop social, physical, musical skills, etc.

Completion Expectations

As a school we value family support and hope that all families understand that learning continues beyond the school day. We expect families to support their child(ren) with homework and ensure that it is completed to a good standard and handed in on time. We do understand, however, that homework can cause stress at home, and we will do our best to work with parents/carers and children to alleviate any such pressures. It is essential that parents communicate with the class teacher if homework is causing problems at home.

How you can help your child with their homework

Below is a list of ways that you as a parent/carer can show your child that you value their homework and the time and effort spent completing it. The school will also provide clear and regular reminders of their expectation when it comes to homework. As a school we hope that you will find this guidance helpful in supporting your child fully with their homework.

You can show you value your child's homework by:

- providing a suitable place in which your child can do their homework, preferably with an adult to discuss, encourage and support
- making it clear to your child that you value homework and support the school in explaining how it can help learning
- encouraging your child and praising them when they have completed work set
- signing and dating your child's completed homework to show that it is a true reflection of their best efforts
- ensuring work is complete and returned to school on time
- checking your child spends a suitable amount of time on homework

Additionally, you can support your child's development by:

- visits to libraries, museums etc.
- cooking with them
- taking your child swimming
- playing games, e.g. board games, cards, ball games
- watching informative TV programmes together

- providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.
- gardening and growing plants
- using the internet to research something with your child (following guidelines for safe internet use)
- talking to your child about schoolwork, their day, what they have been learning about and how they have been learning

Remember: Homework is about reinforcing, practicing and confidence building…

Enthusing your child about undertaking homework and modelling the high value of homework to them is of key importance. Make it fun!

APPENDIX 1

HOMEWORK SCHEDULE

RECOMMENDED TIME AND ACTIVITY ALLOCATION FOR EACH YEAR GROUP

(some of the homework tasks are varied for specific children with particular needs)

FOUNDATION STAGE/RECEPTION:

Reading – At least 5/10 minutes per day
Some extra activities at the teacher's discretion

YEAR 1:
Reading – At least 5 times a week
Fortnightly Maths activities

YEAR 2:
Reading – At least 5 times a week
Spellings to be practised regularly during the week
Weekly Maths activities
Times Tables to be practised regularly during the week, including using 'Times Table Rockstars' – once learnt in class

YEAR 3:
Reading – At least 5 times a week
Spellings to be practised regularly during the week
Weekly Maths activities, including using Maths Scrapbook Tables to be practised regularly during the week, including using 'Times Table Rockstars' Topic related research activity as appropriate

YEAR 4:
Reading – at least 5 times a week
Spellings to be practised regularly during the week
Weekly Maths activities, including using Maths Scrapbook Tables to be practised regularly during the week, including using 'Times Table Rockstars'
Topic related research activity as appropriate

YEAR 5:
Reading – at least 5 times a week
Thirty minutes a week of English/ Maths – Seneca Learning
Spellings to be practised regularly during the week
Tables to be practised regularly during the week, including using 'Times Table Rockstars' Topic related research activity as appropriate

YEAR 6:
Reading – at least 5 times a week
Thirty minutes a week of SATs homework – A maths tutorial is available on the website.
Spellings to be practised regularly during the week
Tables to be practised regularly during the week, including using 'Times Table Rockstars'
Topic related research activity as appropriate