Hartsfield JMI School

Homework Policy and Practice

Date reviewed: September 2026

Next review: September 2027

Hartsfield JMI School Homework Policy and Practice

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. Whilst homework supports children's learning at school, with busy lives of both parents and children with extra-curricular activities, and the hard work needed by children during the school day, we understand that we must strike the right balance.

The purposes of homework

- To give children the opportunity to consolidate, reinforce and extend their 'in- school' learning;
- To give parents and carers the opportunity to be involved and knowledgeable in supporting their children's learning;
- To help children develop independence, take responsibility for their own learning and help to foster good habits of organisation and self-discipline;
- To prepare children for moving up through primary and onto secondary school.

Through the setting of homework, we aim to:

- Support children's learning;
- Provide opportunities for parents, carers, pupils and the school to work in an effective partnership to extend school learning;
- Provide tasks which children can complete mostly independently, and that parents feel equipped to help them with;
- Ensure that homework is manageable for teachers in the time taken to set, organise and mark.

To achieve these aims we will endeavour to:

- Ensure that there is a consistent, yet progressive, approach to homework throughout the school;
- Plan tasks that are relevant and reinforce and enhance classroom learning;
- Provide age-appropriate feedback to older pupils after completion of tasks;
- Ensure that parents and carers are made aware of homework expectations so that they can support the children's learning;
- Support children who find the discipline of homework difficult and those who lack guidance at home or access to resources;
- Regularly review and evaluate the process and update the policy as necessary.

At Hartsfield our approach to homework differs according to the age of the children.

The emphasis in **EYFS** is on sharing activities that parents can choose to complete with their children. The activities are optional and provide parents with a 'window' into some of what is being taught at school. Homework does not need to be brought back in to be marked, however if a child is particularly proud of something completed at home, they are welcome to bring it in to share with the adults in school. Almost immediately once the children start school they will bring home a book to share with their adults. These books are for the adult to read to the children whilst discussing the pictures, the story content and vocabulary used. As the children progress through learning phonics in a systematic way in school, the children will bring home information about the sounds they have been learning, sounds they can blend together and trickier words they can read on sight. Once the children have moved onto Phase 3 phonics, the activities will include writing too. These supporting activities will always be tightly based on their current phonetical awareness.

In **Years 1 and 2 (KS1),** homework is optional but encouraged. Parents will be informed weekly of the phonics and spelling rules they have covered, words they can blend, trickier words they have learnt by sight and whole sentences they can read and write. These supporting activities and games will always be tightly based on their current phonetical awareness.

All children working on Phase 2 to 5 of phonics have a closely matched banded reading book that they read at school. This book will not be taken home, but rather children are encouraged to take home a book of interest every day to either read to themselves or share with an adult, depending on their stage on the reading journey. Once they have completed Phase 5 (end of year 1 or if repeating phase 5 in year 2), children should be able to read any age appropriate book at home.

Termly maths activities, website suggestions and information on topics covered and methods used are all shared with parents.

Between **Years 3 to 6 (KS2)**, children have increasingly more homework with an expectation that it is completed by the date set. Homework may be digital-based, or paper-based. Homework is likely to be a consolidation of what has been taught at school and therefore children should be encouraged to complete this independently. Feedback will be shared with children.

Routines, organisation and expectations of homework

Please note that if children find their homework too difficult, they should not be expected to spend extra time struggling with it: parents should write a comment or inform the class teacher.

Homework tasks and information will usually be set/ handed out on a **Thursday** and children in KS2 will be expected to return homework to school or complete online by the following **Tuesday**. Children will be expected to read a variety of books and texts of their choice at home and school as often as possible, to allow them to develop reading skills for pleasure, knowledge and fluency.

- Homework will be set during most weeks of the school year, but not always, for example at the start and end of term;
- Homework set will be clearly linked to classroom learning with English and maths activities set for independent completion;
- Where a child is working at a level significantly below that expected of their peers, differentiated / personalised work will be set;
- We expect the same standards of presentation in homework tasks as in work completed in the classroom;
- In some limited cases, teachers may send specific tasks home to support the learning of the children with a special educational need, or where it has been agreed and discussed with parents that additional practice is needed;
- Children will receive feedback on ‘compulsory’ homework in a number of ways including written comments, verbal feedback, shared marking and discussion, or sharing it with staff and peers.

Homework Summary

Area of Curriculum	Frequency	EYFS- Reception Classes
Reading	Weekly	Activities will be shared weekly- a phonics game, activity then, as the year progresses, sentences to read and write.
Maths	Weekly (shared half-termly)	At the beginning of each half term suggested games, apps, and activities will be shared that parents can use with their children.

Area of Curriculum	Frequency	Years 1 and 2
Reading	Weekly	We would like children to read or share a book of their interest, as often as possible. Phonics activities and games, including reading and writing, tightly based on the class or group current phonics, reading and spelling lessons, will be given out weekly.
Maths	Weekly	Each term suggested games, apps, and activities will be shared that parents can use with their children

Area of Curriculum	Frequency	Years 3-6
Reading	Weekly	We would like children to read or share a book at least 3 times a week but the length of time reading will depend on the child and year group.
Maths	Weekly	Consolidation activity set– Focus on over-learning and independent completion. TT Rockstars times tables practice (until times tables are fluent) Guide time –30 minutes per week
English	Weekly	Focus on grammar, comprehension, spelling and/or punctuation depending on class needs and time of year- with independent completion Guide time – 15- 30 minutes UKS2 (Years 5 and 6) may be given an appropriate short writing task to be completed independently

What parents/carers should do if they have concerns

Our staff hope that parents and carers can support us in getting the balance right. We want to work together to help children be the best they can possibly be and reach their full potential.

If parents/carers have any questions or concerns regarding homework they should talk with the child's teacher in the first instance. Any further concerns should be directed to the Headteacher.