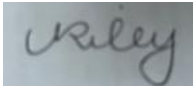




Framfield
C of E Primary School



Homework Policy

Review cycle	1 / 2 / 3 years	
Approved/Adopted by	Full Governing Body / Executive Headteacher	Date: September 2025
Changes made in this review cycle		
Linked policies:	Behaviour Policy School and Home Agreement	
Signed	 	Date: September 2025
Position	Executive Headteacher	
Date of next Review	September 2028	

Introduction

This policy outlines the expectations for homework, detailing what each year group can expect. It has been designed to enable opportunities for pre-teaching (revisiting previously learnt objectives in preparation for new objectives) and consolidation (revision of newly learnt objectives). Homework is an opportunity to extend and develop work done in the classroom and whilst homework is non-statutory, we believe in children having the opportunities to access high quality learning platforms at home.

[EEF research](#) suggests that the quality of the task set appears to be more important than the quantity of work required from the pupil. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples, homework was an integral part of learning, rather than an add-on.

What are the aims of this policy?

- Ensure a consistent approach to homework throughout the school
- Ensure that teachers and families have a clear understanding regarding expectations for homework
- Ensure that teachers and families are fully aware of the role they play with regard to homework

What is the purpose of homework?

- Develop an effective partnership between the school and parents, and other carers, in pursuing the aims of the school
- Consolidate and reinforce skills and understanding, particularly in English and Maths
- Provide opportunities for parents and children to work together
- Allow children to progress towards becoming independent learners
- Prepare older pupils for Secondary Education

What is the role of the teacher?

- Plan and set a programme of homework that is appropriate to the needs of the child
- Hand out homework, as detailed below, informing parents of the learning and tasks
- Mark and give feedback about the homework, where appropriate
- Keep class records of children's homework

What is the role of the parent/carer?

- To support the child in completing homework
- Encourage and praise their child when homework is completed
- Support the school in their child's learning and value homework
- To help the child complete work on time and to a high standard
- Provide a reasonably peaceful, suitable place for the pupil to do homework

Homework

Across the schools:

- **All children** should be reading at home **at least 3 times per week** and this should be recorded on [BoomReader](#).
- All school's classes will indicate on the termly newsletter the specific days for homework to be set and handed in.

Reception:

Reading: Children to read at least 3 times per week at home. One of the books brought home each week will form part of the Monster Phonics scheme. This should be read as often as possible and will stay with your child for an entire week. Children will be able to choose other books (Reading for Pleasure) and these will be changed when appropriate for each child. Parents are asked to log reading whenever they share a book with their child on [BoomReader](#).

Key Stage One:

Reading: Children to read at least 3 times per week at home and parents are asked to log reading whenever they share a book with their child on [BoomReader](#). When the children have reached turquoise band books they will be changed when appropriate for each child. When the children are working through the Monster Phonics phase books, the books are changed after the children have read 3 times in their focus reading sessions at school.

Year 1: The children will be sent home a weekly information sheet referencing the key sounds they have learnt, the tricky words, sentences they have written and spellings covered during the week. Parents are encouraged to use this prompt to learn with the child. Links to the Monster Phonics Parents page offer videos of support for parents.

Maths: An optional weekly task is set for year 1 and 2 on **Timestable Rockstars**. By the end of Year 2, all children should know their 2s, 5s and 10 times tables off by heart.

Lower Key Stage 2 (Year 3 and 4):

Reading: Children to read **at least 3 times per week at home** - books are changed when appropriate for each child. . Parents are asked to log reading whenever they share a book with their child on [BoomReader](#)

Maths/Times Tables: Children should practice these at home **at least 3 times per week**. All children should know 2s, 5s, 10, 3s, 4s and 8s and inverse rules by the end of Year 3 and should know all tables and their inverse by the end of Year 4. Times tables challenges will occur in class weekly and each child has a login for 'Timestable Rockstars' which they should access as part of their homework weekly. The children can access extra maths activities if they would like to on [Mathletics](#).

English: All children in the class have a Lexia account and will be able to log-on to this at home to complete tasks. 20 minutes of practise a week at home is ideal.

Upper Key Stage 2 (Year 5 and 6)

Reading: Children to read at least 3 times per week at home - books will be changed when appropriate for each child. . Parents are asked to log reading whenever they share a book with their child on [BoomReader](#). All children in the class have a Lexia account and will be able to log-on to this at home to complete tasks. 20 minutes of practise a week at home is ideal.

Times Tables: Children should practise these at home at least 3 times per week. All children should know all tables and the inverse rules. Times Tables challenges will occur in class weekly and each child has a login for 'Timestable Rockstars' which they should access regularly.

Maths: tasks set weekly focusing either on the content taught in class that week or as revision from previously learnt topics.

Spelling: Spelling words will focus on spelling patterns learned in class and words from the Y3/4 or Y5/6 spelling list. Children can choose to show how they have practised their spellings on paper and hand it in, in school, if desired.

Grammar and Punctuation: tasks set weekly from the CGP Grammar books for the appropriate year group.

These are a vital part of maths and used in so many parts of the maths curriculum. Please support your children regularly in learning the times tables for their year groups. All children in Year Two and KS2 have access to 'Timestable Rockstars' and should use this to help them with learning their tables.

Expectation per year group	
1	Count in multiples of 2,5,10. Recall and use all doubles to 10 and corresponding halves.
2	Recall and use multiplication and division facts for the 2, 5, 10 multiplication tables, including recognising odd and even numbers
3	Recall and use multiplication and division facts for the 3, 4, 8 multiplication tables.
4	Recall and use multiplication and division facts for multiplication tables up to 12 x 12
5	Revision of all multiplication and division facts up to 12 x 12
6	Revision of all multiplication and division facts up to 12 x 12