



Emscote Infant School and All Saints' Junior School Federation Homework Policy

Version	Date	Review Cycle
Final	September 2026	Annual Or when needed

1. Rationale

At our federation, we believe homework should support and extend learning, strengthen the partnership between home and school, and help children develop independence, resilience and positive learning habits.

Homework should:

- reinforce key knowledge and skills taught in class;
- develop fluent reading habits;
- provide opportunities for practice and consolidation;
- encourage curiosity and wider learning;
- be manageable and inclusive for all pupils;
- avoid creating unnecessary pressure for children or families.

This policy has been developed following consultation with staff, governors and consideration of recent homework survey findings across the federation.

2. Aims

The aims of homework across the federation are to:

- promote regular reading at home;
- consolidate core English and mathematics skills;
- develop children's independence and organisation;
- encourage positive home-school partnerships;
- provide appropriate challenge for all pupils;
- ensure consistency in expectations across classes and year groups;
- support pupils with SEND and lower-attaining pupils so homework reduces, rather than widens, learning gaps.

3. Principles

Homework across the federation will:

- be purposeful and clearly linked to learning;
- be age-appropriate in length and expectation;

- be accessible to all pupils;
- include regular reading expectations;
- be communicated clearly to parents and carers;
- celebrate effort and participation;
- provide flexibility where families face barriers to completion.

Homework should never cause excessive stress for pupils or families.

4. Federation Homework Expectations

Completion of homework remains a parental responsibility. School will set clear, manageable tasks and will encourage and celebrate participation. However, staff will not routinely chase individual families where homework is not completed.

Where there is a pattern of non-completion, school may contact parents or carers to understand whether there are any barriers and to agree appropriate support. Homework should remain purposeful, positive and proportionate, and should not create unnecessary pressure for children or families.

The Department for Education does not require primary schools to set homework; however, we recognise that well-planned homework can support learning, confidence and positive routines when used appropriately.

Weekly Non-Negotiables

All year groups from Reception to Year 6 will provide:

Reading

- Reading at home at least 4 times per week.
- Reading may include reading to an adult, shared reading, independent reading or phonics practice, depending on age and stage.
- At Emscote 'reading bookmarks' should be signed or acknowledged by parents/carers.

English

- Age-appropriate phonics, spelling or grammar practice.

Mathematics

- Short practice activities linked to current learning.
- Online platforms such as Mathletics or times table practice may be used where appropriate.

Optional Termly Enrichment Homework

Each year group may provide one optional enrichment project per term linked to curriculum topics, creativity or wider learning.

These projects are intended to:

- promote family engagement;
- encourage creativity and curiosity;
- celebrate wider talents and interests.

Optional enrichment homework must:

- remain low-pressure;
- not disadvantage pupils who cannot complete it;
- be celebrated equally for the child's effort and participation.

5. Recommended Time Guidance

Homework should remain manageable and proportionate.

Year Group	Suggested Weekly Homework Time (excluding reading, which should be at least 4 times a week)
Reception	Up to 20 minutes
Year 1	20–30 minutes
Year 2	30–40 minutes
Year 3	40–50 minutes
Year 4	45–60 minutes
Year 5 and 6	60 minutes

6. Expectations by Phase

Early Years Foundation Stage (Reception)

Homework in Reception will focus primarily on:

- phonics;
- reading;
- language development;
- practical learning through play.

Homework should be informal, engaging and flexible, recognising the importance of parental involvement at this stage.

Key Stage 1 (Years 1–2)

Homework in Key Stage 1 will focus on:

- phonics and spelling;
- reading fluency;
- early maths skills;
- developing routines and independence.

Short, regular activities are preferred over lengthy tasks.

Key Stage 2 (Years 3–6)

Homework in Key Stage 2 will focus on:

- reading fluency and comprehension;
- maths fluency, including times tables;
- spelling and grammar practice;
- increasing independence and organisation.

Online learning platforms are used to support practice and engagement. They also provide instant feedback to the child and parents.

7. Inclusion and Differentiation

Homework must be accessible and inclusive.

Staff will:

- adapt homework where appropriate for pupils with SEND;
- provide scaffolded or alternative tasks where needed;
- ensure lower-attaining pupils can experience success;
- consider the balance between challenge and accessibility;
- provide support or flexibility where home circumstances affect completion.

In line with the DfE and OFSTED guidance, homework should support progress and confidence, not widen attainment gaps.

Where appropriate, teachers may:

- reduce the quantity of work;
- provide practical or verbal alternatives;
- offer additional guidance or examples;
- use online or visual resources.

8. Feedback and Recognition

Homework will not routinely be marked in detail. Instead, teachers will use a range of approaches to acknowledge and respond to homework, such as whole-class feedback, discussion, or selective review where it supports learning. This ensures that homework remains purposeful and manageable, without creating unnecessary workload. The emphasis is on supporting pupils' understanding and confidence, rather than on compliance or extensive written marking.

Recognition for the child may include:

- verbal praise;
- class recognition;
- certificates or rewards;
- celebration assemblies;
- displays of enrichment projects.

Homework will not normally receive detailed written marking.

9. Communication with Parents and Carers

The federation values strong home-school partnerships.

Teachers will:

- communicate homework expectations clearly;
- provide sufficient instructions and deadlines;
- ensure online logins and resources are accessible;
- offer support where families experience barriers.

Parents and carers are encouraged to:

- establish regular homework and reading routines;
- encourage independence where appropriate;
- communicate with school if difficulties arise.

Appendix 1: Federation Homework Overview

Year Group	Reading	English	Maths	Enrichment
Reception	4x weekly reading/phonics	Phonics practice	Number fluency	Optional termly
Year 1	4x weekly reading	Phonics/spelling	Maths fluency	Optional termly
Year 2	4x weekly reading	SPaG/spelling	Maths practice	Optional termly
Year 3	4x weekly reading	SPaG	Times tables/mathletics	Optional termly
Year 4	4x weekly reading	SPaG	Times tables/mathletics	Optional termly
Year 5	4x weekly reading	SPaG	Times tables/mathletics	Optional termly
Year 6	4x weekly reading	SPaG	Times tables/mathletics	Optional termly