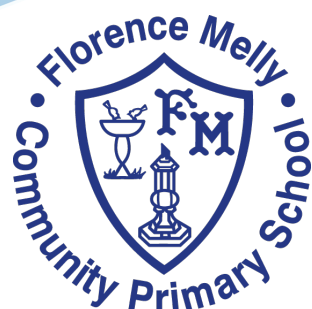


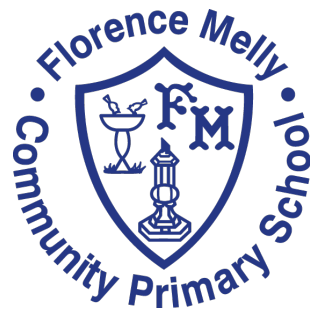


Florence Melly Community Primary School

Homework Policy

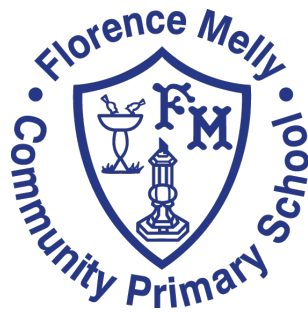
Policy Title:	Homework Policy		Date written:	February 2024
Written by:	Aaron Leach (Headteacher)		New or revised policy:	Revised (Version 3)
Implementation	Date of ratification:	Date presented to staff:	Date of renewal:	
	October 2026	September 2026	September 2027	





Policy Version Control

Date of Update	Overview of changes made	Version
February 2026	Revised version to reflect a sharper focus on basic skills and handwriting.	V2
September 2026	Annual review undertaken. Policy updated to strengthen expectations around reading, handwriting, spelling, fluency and retrieval practice. Amendments have also been made to improve alignment with curriculum intent, home-school communication, inclusion, workload considerations and the use of online learning platforms to support consolidation of learning.	V3



Homework Policy

September 2026

1. Introduction

At Florence Melly Community Primary School, we are committed to ensuring that our children receive a world-class education! We offer a vibrant curriculum that promotes curiosity and a love and thirst for learning. One of our main aims is for all children to thrive and flourish into confident, independent and lifelong learners. One approach that assists us with achieving this is establishing positive attitudes in all aspects of learning, including out of school learning. We want our children to establish routines and habits that will benefit them, not only now, but later on in life. Homework is a brilliant way to embed high expectations, worthwhile routines and a good work ethic in the pupils at Florence Melly Primary School.

Our homework approach is designed to support our mission to provide a vibrant, ambitious and inclusive curriculum that enables all pupils to achieve, belong and thrive - reflecting Ofsted's evaluation focus on achievement, personal development, inclusion, behaviour and curriculum quality.

Our rationale for setting homework...

Homework plays an important role in providing a worthwhile and good education. There are a number of benefits for setting homework and at Florence Melly Primary School, we believe that these must be instilled from an early age so pupils can develop into lifelong learners.

Homework plays a positive role in raising a child's level of attainment by providing an opportunity to rehearse, embed and memorise fundamental skills. It is also a fabulous way for parents/carers to feel part of their child's school journey supporting them with a range of activities which will impact their development and progress over the year.

Getting into regular homework habits is essential as it prepares children for increased homework moving through primary school and is good preparation for daily homework at secondary school. Whilst regular planned homework time is essential, we also acknowledge the important role of play and free time in a child's growth and development. Homework should not prevent children from taking part in the activities or various out-of-school clubs and other organisations that play an important part in their lives. We want homework to be fun and purposeful and not cause resentment or any negativity. As a school, we put things in place for it to be a positive experience for all.

2. Linked Policies

This policy should be read alongside:

- Teaching and Learning Policy
- Marking, Assessment and Feedback Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

- Attendance Policy
- Accessibility Plan
- Equality Information and Objectives

These policies collectively support the school's commitment to providing an inclusive, ambitious and equitable education for all pupils.

3. Definition of Homework

Homework refers to any planned learning activity completed outside normal school hours, independently or with family support. This may include:

- reading
- practising key skills like spelling, handwriting and times tables.
- retrieval practice
- online learning tasks
- research to support classroom learning

This definition reflects the expectation that homework should support but not duplicate or overload core teaching, in line with Ofsted's emphasis on proportionate, purposeful school systems that avoid unnecessary workload.

4. Rationale

Homework contributes to our curriculum's intent, implementation and impact by:

- Consolidating essential knowledge, allowing pupils to rehearse and secure learning.
- Supporting achievement, enabling pupils to deepen understanding and improve fluency.
- Building effective learning habits, such as planning and self-discipline.
- Strengthening parental engagement,
- Ensuring equity and inclusion, by providing structured support (e.g., homework club) and recognising that access and resources vary for different families.

We recognise the importance of balancing structured learning with children's well-being, taking account of Ofsted's expectation that school systems should be proportionate, purposeful and considerate of pupil welfare.

5. Aims and Objectives

Our homework policy supports the following aims:

Academic and Curriculum Aims

- Reinforce and extend classroom learning.
- Support long-term memory through retrieval practice and fluency building.
- Prepare pupils for next steps in learning, including secondary transition.

Behaviour, Personal Development & Study Skills

- Develop independence, resilience and responsibility.
- Establish routines that promote positive learning behaviours.
- Provide opportunities for self-directed study.

Inclusion and Home–School Partnership

- Promote parental involvement in learning.

- Offer equitable access to homework support, including structured in-school provision (homework club).

6. Types of Homework

Weekly homework will include:

Daily Reading

- Daily reading is central to our curriculum intent and a key enabler of achievement and personal development. Reading sits “at the beating heart” of our curriculum because the National Curriculum requires pupils to read easily, fluently and with good understanding and to develop the habit of reading widely and often for pleasure and information. Reading every day is therefore a non-negotiable expectation that underpins progress in all subjects. Whilst daily reading is strongly encouraged, the school recognises that family circumstances vary and will work in partnership with parents and carers to support positive reading habits.

Reading Plus (Comprehension & Stamina)

- Reading Plus supports the National Curriculum requirement for pupils to develop strong comprehension, fluency, and the ability to draw meaning from increasingly complex texts. This platform develops stamina, supports vocabulary growth, and helps children become confident, reflective readers

Phonics

- For pupils still on their phonics journey, weekly phonics homework reinforces the statutory expectation that children apply phonic knowledge and skills to decode words, respond speedily to graphemes, and read accurately by blending sounds. Phonics activities will revisit sounds and spelling patterns taught in school to strengthen decoding fluency and ensure pupils remain confident and secure in early reading foundations. This is particularly pertinent for pupils preparing for the statutory Year 1 Phonics Screening Check,.

Handwriting

- Handwriting practice, using Letter-Join, supports the National Curriculum requirement that pupils write clearly, accurately, and coherently, developing a fluent, legible, joined script over time. Weekly handwriting tasks ensure pupils embed consistent letter formation, spacing, and presentation - skills necessary for confident writing across the curriculum.

Spelling

- Weekly spelling tasks are aligned with the statutory spelling lists and expectations in the ‘National Curriculum English Appendix 1’, which outlines spelling patterns, word lists, morphology, etymology, and spelling conventions for Years 1–6. Practice will help children understand spelling rules, apply patterns in writing, and build vocabulary as outlined in the curriculum’s requirement for pupils to acquire a wide vocabulary and understand linguistic conventions.

Times-Tables Practice (e.g., TT Rock Stars)

- Regular practice of multiplication facts supports rapid recall is a core National Curriculum mathematics aim, which requires pupils to become fluent in the fundamentals of mathematics, including quick recall of number facts. This aligns directly with the statutory Year 4 Multiplication Tables Check, which assesses recall of times tables up to 12×12.

Other Online Platform Tasks (e.g., Lexia)

- Our school subscribes to an array of online platforms designed to support pupils' learning. Online activities reinforce and consolidate current learning and support pupils in meeting National Curriculum expectations across subjects. For example, Lexia helps build reading fluency, vocabulary and comprehension aligned with NC English aims for reading and language development.
- All online platforms used by the school will comply with the school's safeguarding, online safety and data protection procedures.

Other Retrieval Practice and Consolidation Tasks (particularly in Year 6)

- Retrieval practice strengthens long-term knowledge retention and mirrors National Curriculum requirements across subjects for pupils to secure understanding before moving on. In Year 6, these tasks help prepare pupils for end-of-Key-Stage SATs in reading, grammar, punctuation, spelling, and mathematics, which reflect statutory attainment targets for KS2.

7. Homework Expectations

- Homework will be set weekly on Fridays and will be shared on our Class Dojo platform.
- Staff will not mark homework formally, but will address misconceptions and provide feedback through class discussion or individual support - reflecting Ofsted's focus on purposeful assessment rather than unnecessary workload. If your child has struggled with a particular element of their homework, please see a member of staff and they will then speak to your child and give them the support they need. Remember, the homework we set will not be new learning, so your child will already be familiar with the concept.
- We have a homework club for pupils to go and seek support with their homework. Please contact your child's class teacher for further details.
- We cannot emphasise enough the importance of reading at home - for information and pleasure! READ, READ, READ... as much as you can with your child.
- If pupils encounter difficulties, parents/carers are encouraged to contact staff so appropriate support can be provided.

Homework is intended to reinforce learning rather than create excessive workload. As a guide, homework should generally be completed within 10-20 minutes per day. These timings are intended as guidance only and will vary according to individual pupils and tasks.

8. Inclusion and Support

Recognising that pupils' circumstances vary, we provide a weekly homework club, offering digital access, adult guidance and a calm workspace for children to complete their homework. This reflects our emphasis on inclusion being embedded across all aspects of school life and ensuring all pupils can access learning equitably.

Where homework requires technology, reasonable adjustments or alternatives can be made to ensure no pupil is disadvantaged. Please see your child's class teacher for further support.

Where appropriate, homework expectations may be adapted to reflect a pupil's SEND, Educational Health Care Plan (EHCP), Individual Healthcare Plan (IHP) or other identified needs.

9. Communication with Parents and Carers

Each week, teachers will share a 'this week's learning journey' Dojo post, outlining an overview of the curriculum content covered that week and the homework for the coming week. This strengthens home-school communication.

10. Leadership, Governance & Workload Considerations

In line with the guidance on proportionate systems and avoiding unnecessary workload, our school ensures:

- Homework expectations are clear and manageable.
- Staff workload is protected - no additional documentation or marking burden is created for inspection purposes.
- Systems are regularly reviewed to ensure they remain purposeful, equitable and impactful.
- Governors will receive periodic updates regarding the effectiveness and implementation of this policy.

11. Summary

This homework policy supports the statutory National Curriculum (KS1–KS2) by reinforcing core aims in English - developing pupils' habit of reading widely and often, and securing fluency and comprehension through daily reading and targeted practice - and in mathematics, where varied and frequent practice builds rapid, accurate recall (e.g., multiplication facts) and sustained fluency. It underpins pupils' preparedness for statutory checkpoints (e.g., Y1 phonics, Y4 multiplication tables check, and KS2 assessments in reading and maths) by embedding the knowledge and routines those assessments reflect. In line with the National Curriculum expectations around inclusion, provision such as our Homework Club and alternative access routes ensures equity for pupils with differing needs and home circumstances. Weekly 'Learning Journeys' keep families informed of curriculum sequences so home learning coherently consolidates taught content across subjects, supporting strong progression through the programmes of study.

12. An example of what a weekly 'learning journey and homework' post will look like...

Please see the 'learning journey and homework' example below, which gives you a flavour of what to expect from your child's class teacher every week.

This week's 'Learning Journey' in Year 5 - 06/02/26

The children in Year 5 have had a great time this week! In English, they've been writing first-person diary entries, focusing on thoughts, emotions and how to express personal experiences clearly. In Maths, they explored fractions using practical activities to build confidence and deepen their understanding of parts of a whole.

Our History lessons introduced the Tudors, with a particular focus on Henry VIII and how his reign shaped life in England. In Art and Design, the children studied Georgia O'Keeffe, looking closely at her bold use of colour and scale before creating their own flower-inspired artwork.

They also used Scratch in computing to build simple programs, developing sequencing skills and problem-solving along the way. In PE, they've been practising a range of gymnastics skills, combining balances and movements into short routines.

A fantastic week of learning all round!

This week's Homework in Year 5 - 06/02/26

Maths - Log in to MyMaths and complete the Fractions: Mixed Numbers and Improper Fractions activity, beginning with the lesson to recap how mixed numbers link to improper fractions before

moving on to the online homework task. Remember to click "Mark It" so your score is saved, and, if you finish early, try the optional challenge - Fractions: Simplifying challenge for extra practice.

Times-Tables - Continue to practise times-tables on TT Rockstars.

Handwriting - Use Letter Join to practise the following letters; j y g q b p k

Reading - Complete 1 x 30 minute session on Reading Plus and continue to read your reading book at home, every day. Parents/carers - please sign their reading record as evidence of this.

Spelling - Please practise the following spellings: vicious, gracious, spacious, malicious, precious, conscious, delicious, suspicious, atrocious and ferocious