
HOMEWORK POLICY



**BUTTSBURY
PRIMARY SCHOOL**

AN ACADEMY SCHOOL

Approved by:	Headteacher
Last reviewed on:	Spring 2026
Next review due by:	Spring 2029

Introduction

There is currently no statutory requirement for schools to set homework for children; however we believe that homework is an important aspect of school life and can make a valuable contribution to a child's progress at school. It can extend the challenges open to children and provides opportunities for parents and teachers to engage in a supportive partnership. It also enables children to develop skills as an independent learner.

The Purpose of Homework

The purpose of homework is to:

- Develop a partnership between the school and parents/carers in pursuing the aims of the school;
- Consolidate and reinforce skills and understanding;
- Exploit resources for learning, of all kinds, at home and
- Extend school learning, for example through additional reading.

As children get older, homework helps children to develop the confidence and self discipline needed to study on their own, preparing them for the requirements of secondary school.

In their homework, children are asked to practise or extend their skills but they are not asked to tackle unknown concepts nor develop new skills.

Homework should not get in the way of other activities that children may do after school - such as sport, music and clubs of all kinds.

What is homework?

Homework refers to any work or activities which children are asked to do outside lesson time, either on their own or with parents/carers.

Homework does not just mean formal exercises carried out by children without help from adults. The involvement of parents/carers in joint activities, which can be very brief, is most valuable in promoting children's learning.

Regular homework includes sharing books, reading and discussion of the text (children to parents, parents to children, children on their own); English-related work such as practising phonics, word families, spellings and handwriting; maths-related work such as practising number bonds and times tables, or completing number games and tasks.

Homework might, on occasion, include finding out information in readiness for future topics.

Homework may be set in a variety of formats and also accepted in a variety of ways if applicable.

In EYFS, Year 1 and Year 2, most homework will be sent home via email to reduce paper use. Children will receive a Homework Book for them to complete their work in. If a task needs to be completed on a worksheet, for example, the sheet will be stuck into the children's Homework Books in readiness. Parents will not be expected to print sheets at home.

In Years 3 – 6, homework sheets will be stuck into the children's Homework Books rather than be sent home via email.

What is Expected Year by Year?

Following discussion, and based on the government guidelines, teaching staff have prepared outlines of the expectations the school has for homework. These outlines are set out in separate year groups documents. They are intended as a guide for teachers, children and parents/carers alike.

The homework set for the penultimate week of the half-term is thematic, and, either linked to themed week or a seasonal topic e.g. Christmas or Easter.

When is homework not given?

Homework is not usually given in the following circumstances:

- Where children are absent due to short-term illness;

- Where children are absent due to holiday;
- Where children are absent due to valid educational experiences, e.g. participation in public performances (theatre and dance shows) and rehearsals.
- During school holidays, homework is not normally set; however, reading and times tables practice should continue.

As an exception to this, children in Year 6 will be set some revision-style homework the end of the Spring Term. Children in Year 2 will be asked to complete an 'All About Me' book during the Summer holidays to support transition to Key Stage Two.

Administration of Homework

Homework is normally set on Thursdays to be handed in by the following Tuesday. A worked example should always be given for the Maths activity.

Marking of Homework

Homework is marked with a positive comment with house points (Key Stage Two) and stickers (EYFS/Key Stage One) given to acknowledge the effort the child has put in at home. Next step targets or 'Even Better Ifs' (EBIs) are not given. Key spelling errors are identified.

Errors in Maths are corrected with an explanation given which could be verbal or written.

Monitoring and Review

Policy Date: Spring 2026

Review Date: Spring 2029

Homework schedules for each year group are below.

Homework Schedule – Early Years Foundation Stage – EYFS

Total time allocation: approximately 45 minutes per week

Task	When given	Context
Reading and Sharing books	Five times a week – this should be recorded in your child's communication diary	<ul style="list-style-type: none"> At the beginning of the year, children will receive a non-text reading scheme book. These books can be shared together with adults modelling story-telling and encouraging the child to 'tell' the story. As your child develops their reading skills they will receive a phonics reading book – child reading to parent, parent reading to child; Talk about story, settings, characters, encourage review ("What's happened so far?") and prediction ("What will happen next?") and explaining new words.
Phonics	Weekly	<ul style="list-style-type: none"> The children will be taught new phonic sounds throughout the week. They will also begin to learn 'tricky' word spellings. These new sounds and words will be given weekly with recommendations of fun activities to practise them.
English Activity	Fortnightly	<ul style="list-style-type: none"> Activities will mainly include speaking and listening activities linked to the Literacy topic. At the beginning of the year, parents may 'scribe' ideas or annotate a child's drawing to explain their understanding. As the child becomes more confident in writing they can be encouraged to record their own ideas.
Maths activity	Fortnightly	<ul style="list-style-type: none"> Homework tasks will reinforce work carried out in class. Practical games and activities linked to the maths topic will be suggested.
Fine motor activity	Weekly	<ul style="list-style-type: none"> Fine motor activities will be suggested. This will include a range of pre-writing or cutting skills to support the child's fine motor skills. Pencil control patterns and/or letter formation learnt that week will be stated.
Other curriculum based activity	As appropriate	<ul style="list-style-type: none"> In EYFS, a brief overview of the week's learning in all curriculum areas will be given. Children may be asked to complete an activity linked to any area of the curriculum, for example this may include an art activity, looking for seasonal changes or finding out a new topic such as dinosaurs. There may also be suggested activities linked to daily routines such as changing clothes and fastening coats.

Suggestions for other activities to do at home to develop children's learning:

- Playing simple games to encourage clear and confident speaking and listening. (e.g. I -spy, I went to the shops and I bought.....)
- Encouraging a wider interest in reading by regularly sharing books with a grown-up, talking about pictures, characters, events and sequence of stories, predicting the end or what will happen next, going to the library, fiction and non-fiction, comics and magazines;
- Using and applying mathematical skills – shopping (e.g. How many bananas do we need?) Daily routines around the home, ingredients for cooking (weighing, measuring, estimating), laying the dinner table (e.g. How many cups do we need?)
- Games and activities to encourage turn- taking skills including board games such as snakes and ladders, pairs and dominoes .Activities to encourage negotiation and team -work, (e.g. How can we plan and work together to make a house from the Lego?)
- Travel games – car number plates, car colours, numbers of cars/lorries/coaches/caravans etc.
- Encouraging learning in life situations – helping at home, in the garden, shopping, pocket money, party invitations, thank you letters, etc.
- Encouraging independence in daily routines, such as helping to organise school uniform each day.
- Encourage a wide general understanding in local places of interest – trips and visits during the holidays or at weekends;

Homework Schedule - Year One

Total time allocation: approximately 1 hour per week

Task	When given	Context
Reading	Five times a week - this should be recorded in your child's communication diary,	<ul style="list-style-type: none"> • School reading book and phonics reading book – child reading to parent, parent reading to child; • Talk about story, settings, characters, encourage review (“What’s happened so far?”) and prediction (“What will happen next?”), explain new words and think about the author’s meaning.
Spellings	Weekly	<ul style="list-style-type: none"> • The children will be taught a new spelling rule or phonic sound and then need to learn a list of words which practises the rule or sound. Children need to learn words in context. The number of words will vary based on the challenge. • Statutory words are also given weekly.
English Activity	Fortnightly	<ul style="list-style-type: none"> • Activities will include reading comprehensions, grammar or sentence work and writing tasks. These tasks will be linked to the unit of work being studied in English.
Maths activity	Fortnightly	<ul style="list-style-type: none"> • Homework tasks will reinforce work carried out in class. • Number bonds to numbers from 5 to 20 • ‘Counting in’ will be learnt in the following order 10s, 2s and 5s
Other curriculum-based activity	As an alternative to English activities	<ul style="list-style-type: none"> • Occasionally, instead of English, a History, Geography, Science, Computing, Design Technology, R.E, Music or Art activity is set as part of class studies e.g. find out about a particular king or queen, find out about a certain part of the world, collect some samples of different materials to use in school, interview a friend or relative, prepare something to share with the class in the next lesson or next week, etc.

Suggestions for other activities to do at home to develop children’s learning:

- Encouraging a wider interest in reading by regularly sharing books with a grown-up, talking about pictures, characters, events and sequence of stories, predicting the end or what will happen next, going to the library, fiction and non-fiction, comics and magazines;
- Using and applying mathematical skills – shopping (sum and change), telling the time, TV times (length of programmes in hour and/or minutes - What is the time now? How long until it starts? etc.), ingredients for cooking (weighing, measuring, estimating)
- Board games that encourage counting on and back, strategy games, memory and matching games, games with money, word games – e.g. Snakes and Ladders, Uno, Yahtzee, Ludo, Dominoes, Junior Scrabble, Boggle;
- Travel games – car number plates, car colours, numbers of cars/lorries/coaches/caravans etc.
- Encouraging learning in life situations – helping at home, in the garden, shopping, pocket money, party invitations, thank you letters, etc.
- Encourage a wide general understanding in local places of interest – trips and visits during the holidays or at weekends;

Homework Schedule – Year Two

Total time allocation: approximately 1 hour per week

Task	When given	Context
Reading	At least five times a week- this should be recorded in your child's communication diary.	<ul style="list-style-type: none"> • School reading book and phonics reading book – child reading to parent, parent reading to child; • Talk about story, settings, characters, encourage review (“What’s happened so far?”) and prediction (“What will happen next?”), explain new words and think about the author’s meaning.
Spellings	Weekly	<ul style="list-style-type: none"> • The children will be taught a new spelling rule or phonic sound and then need to learn a list of words which practises the rule or sound. Children need to learn words in context. The number of words will vary based on the challenge. • Statutory words are also given weekly.
English activity	Fortnightly	<ul style="list-style-type: none"> • Activities will include reading comprehensions, grammar or sentence work and writing tasks. These tasks will be linked to the unit of work being studied in Literacy.
Tables and Maths activity	Fortnightly	<ul style="list-style-type: none"> • Homework tasks will reinforce work carried out in class. • Times tables will be learnt in the following order: 2x, 5x, 10x and 3x. • Children are tested half-termly on their times tables; further details of the tests are sent home as applicable.
Other curriculum based activity	As an alternative to an English activity	<ul style="list-style-type: none"> • Occasionally, instead of Literacy, a History, Geography, Science, Computing, Design Technology, R.E, Music or Art activity is set as part of class studies e.g. find out about a particular king or queen, find out about a certain part of the world, collect some samples of different materials to use in school, interview a friend or relative, prepare something to share with the class in the next lesson or next week, etc.

Suggestions for other activities to do at home to develop children’s learning:

- Encouraging a wider interest in reading by regularly sharing books with a grown-up, talking about pictures, characters, events and sequence of stories, predicting the end or what will happen next, going to the library, fiction and non-fiction, comics and magazines;
- Using and applying mathematical skills – shopping (sum and change), telling the time, TV times (length of programmes in hour and/or minutes - What is the time now? How long until it starts? etc.), ingredients for cooking (weighing, measuring, estimating)
- Board games that encourage counting on and back, strategy games, memory and matching games, games with money, word games – e.g. Junior Monopoly, Scrabble, Mastermind, Draughts, Chess;
- Travel games – car number plates, car colours, numbers of cars/lorries/coaches/caravans etc.
- Encouraging learning in life situations – helping at home, in the garden, shopping, pocket money, party invitations, thank you letters, etc.
- Encourage a wide general understanding in local places of interest – trips and visits during the holidays or at weekends;

Homework Schedule - Year Three

Total time allocation: approximately 1-1½ hours per week

Task	When given	Context
Reading	Three times a week	<ul style="list-style-type: none"> School reading book – child reading to parent, parent reading to child; Talk about story, settings, characters, encourage review (“What’s happened so far?”) and prediction (“What will happen next?”), explain new words and think about the author’s meaning.
Spellings	Weekly	<ul style="list-style-type: none"> The children will be taught a new spelling rule or phonic sound and then need to learn a list of words which practises the rule or sound. Children need to learn words in context. The number of words will vary based on the challenge. Statutory words are also given weekly. The children will then be tested on this weekly.
Literacy Activity	Weekly	<ul style="list-style-type: none"> Literacy activities are rotated each week according to the following cycle: Comprehension, Research/ short writing task, Comprehension, Writing task, Comprehension. GPS tasks are also given fortnightly. The final Literacy homework for each half term is also a themed, creative homework.
Tables and Maths activity	Weekly	<ul style="list-style-type: none"> Maths: An activity to support classroom Maths alongside a set of arithmetic questions. Children will be tested on the weekly times table focus. Times tables will be learnt in the following order: 2x, 5x, 10x, 3x, 4x, 6x, 8x, 7x, 9x, 11x and 12x. Children in Set 1 should know all of the times tables by the end of the year. The other sets will progress towards learning all of them.

Suggestions for other activities to do at home to develop children’s learning:

- Encouraging a wider interest in reading by regularly sharing books with a grown-up, talking about pictures, characters, events and sequence of stories, predicting the end or what will happen next, going to the library, fiction and non-fiction, comics and magazines;
- Using and applying mathematical skills – shopping (sum and change), telling the time, TV times (length of programmes in hour and/or minutes - What is the time now? How long until it starts? etc.), ingredients for cooking (weighing, measuring, estimating)
- Board games that encourage counting on and back, strategy games, memory and matching games, games with money, word games – e.g. Junior Monopoly, Scrabble, Mastermind, Draughts, Chess;
- Travel games – car number plates, car colours, numbers of cars/lorries/coaches/caravans etc.
- Encouraging learning in life situations – helping at home, in the garden, shopping, pocket money, party invitations, thank you letters, etc.
- Encourage a wide general understanding in local places of interest – trips and visits during the holidays or at weekends;

Homework Schedule - Year Four

Total time allocation: approximately 1-1½ hours per week

Task	When given	Context
Reading	Three times a week	<ul style="list-style-type: none"> School reading book, other books from the home and the library – encouraging a wide choice, talking to the child about their reading and their understanding of what they are reading.
Spellings	Weekly	<ul style="list-style-type: none"> Spellings - a list of words which are linked to a spelling rule or the child's own work. The child should be encouraged to look at each word carefully, say it, cover it up, write it from memory and then check it. This process can be repeated several times. The words are assessed in class. The number of words will vary based on the challenge. Statutory words are also given weekly.
Literacy Activity	Weekly	<ul style="list-style-type: none"> Activities will include reading comprehensions, grammar or sentence work and writing tasks. These tasks will be linked to the unit of work being studied in Literacy.
Tables	Weekly	<ul style="list-style-type: none"> Tables - 2x – 12x tables and related division facts. Children are given a weekly times table test based on the table(s) they have been learning that week.
Literacy and Maths	weekly	<p>Literacy: An activity to support classroom Literacy. Literacy activities are rotated each week according to the following cycle: Comprehension, Research/ short writing task, Comprehension, Writing task, Comprehension. GPS tasks are also given fortnightly.</p> <p>The final Literacy homework for each half term is also a themed, creative homework.</p> <p>Maths: An activity to support classroom Maths alongside a set of arithmetic questions.</p>

Suggestions for other activities to do at home to develop children's learning:

- Encouraging a wider interest in reading by regularly sharing books with a grown-up, talking about pictures, characters, events and sequence of stories, predicting the end or what will happen next, going to the library, fiction and non-fiction, comics and magazines;
- Using and applying mathematical skills – shopping (sum and change), telling the time, TV times (length of programmes in hour and/or minutes - What is the time now? How long until it starts? etc.), ingredients for cooking (weighing, measuring, estimating)
- Board games that encourage counting on and back, strategy games, memory and matching games, games with money, word games – e.g. Junior Monopoly, Scrabble, Mastermind, Draughts, Chess;
- Travel games – car number plates, car colours, numbers of cars/lorries/coaches/caravans etc.
- Encouraging learning in life situations – helping at home, in the garden, shopping, pocket money, party invitations, thank you letters, etc.
- Encourage a wide general understanding in local places of interest – trips and visits during the holidays or at weekends.

Homework Schedule – Year Five

Total time allocation: approximately two hours per week

Task	When given	Context
Reading	Independent reading should be daily and to an adult three times a week.	<ul style="list-style-type: none"> School reading book, other books from the home and the library – encouraging a wide choice, talking to the child about their reading and their understanding of what they are reading;
Spellings	weekly	<ul style="list-style-type: none"> Spellings - a list of words which are linked to a spelling rule or the child's own work. The child should be encouraged to look at each word carefully, say it, cover it up, write it from memory and then check it. This process can be repeated several times. The words are assessed in class. The number of words will vary based on the challenge. Statutory words are also given weekly.
Tables	weekly	<ul style="list-style-type: none"> Tables - 2x – 12x tables and related division facts.
Literacy and Maths	weekly	<p>Literacy: An activity to support classroom Literacy. Literacy activities are rotated each week according to the following cycle: Comprehension, Research/ short writing task, Comprehension, Writing task, Comprehension. GPS tasks are also given fortnightly.</p> <p>The final Literacy homework for each half term is also a themed, creative homework.</p> <p>Maths: An activity to support classroom Maths alongside a set of arithmetic questions.</p>

Suggestions for other activities to do at home to develop children's learning:

- Encouraging a wider interest in reading by regularly sharing books with an adult, talking about pictures, characters, events and sequence of stories, predicting the end or what will happen next, discussing inference, going to the library, fiction and non-fiction, comics and magazines, internet.
- Using and applying mathematical skills – shopping (sum and change), exchange rate when abroad, TV times, how long are programmes, ingredients for cooking (weighing, measuring, estimating).
- Board games that encourage strategy, games with money, word games – e.g. Monopoly, Scrabble, Mastermind, Cluedo, Draughts, Chess and many more!
- Travel games for long car journeys.
- Encouraging learning in life situations – helping at home, in the garden, shopping, pocket money, party invitations, thank you letters, being a part of planning family events/outings/holidays, taking greater personal responsibility, etc.
- Encourage a wide general understanding in local places of interest – trips and visits during the holidays or at weekends.
- Science – encourage a wider interest and understanding of the world around them; evaporation, condensation, drying clothes, preserving food, weather, shadows, cooking etc.

Homework Schedule – Year Six

Total time allocation: approximately two hours per week

Task	When given	Context
Reading	Independent reading should be daily and to an adult three times a week.	<ul style="list-style-type: none"> • School reading book, other books from the home and the library. • Encourage children to select from a wide choice of genres and engage in a discussion about the text to check their understanding.
Spellings and/or other Literacy activity	weekly	<ul style="list-style-type: none"> • Spellings - a list of words which are linked to a spelling rule. The child may use the 'Look, Say, Cover, Write and Check technique'. • Clarify the definition of each word (with a dictionary) and to then write a sentence that contains the spelling word appropriately. • The number of words will vary based on the challenge. • Statutory words are also given weekly.
Tables	weekly	<ul style="list-style-type: none"> • Tables - 2x – 12x tables and related division facts suitable for their math set (refer to weekly homework). • Children can access Times Tables Rockstar to consolidate learning.
Literacy and Maths	weekly	<ul style="list-style-type: none"> • <u>Literacy:</u> An activity to support classroom Literacy. Literacy activities are rotated each week according to the following cycle: Comprehension, Research/ short writing task, Comprehension, Writing task, Comprehension. GPS tasks are also given fortnightly. • The final Literacy homework for each half term is also a themed, creative homework. • <u>Maths:</u> An activity to support classroom maths, alongside a set of arithmetic questions.

Suggestions for other activities to do at home to develop children's learning:

- Encouraging a wider interest in reading by regularly sharing books with an adult, talking about pictures, characters, events and sequence of stories, predicting the end or what will happen next, going to the library, fiction and non-fiction, comics and magazines, internet;
- Using and applying mathematical skills – shopping (sum and change), exchange rate when abroad, TV times (length of programmes in hours and/or minutes, how long until it starts), ingredients for cooking (weighing, measuring, estimating);
- Board games that encourage strategy, games with money, word games – e.g. Monopoly, Scrabble, Mastermind, Cluedo, Draughts, Chess and many more!;
- Travel games for long car journeys;
- Encouraging learning in life situations – helping at home, in the garden, shopping, pocket money, party invitations, thank you letters, being a part of planning family events/outings/holidays, taking greater personal responsibility, etc.
- Encourage a wide general understanding in local places of interest – trips and visits during the holidays or at weekends.