Hamp Nursery
and
Infants School

Homework Policy

2026/2027

Hamp Nursery and Infants School.
Homework Policy.

This policy has been developed through consultation with staff, parents and governors.

1. Introduction.

At Hamp Nursery and Infants School, we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnerships, of which our homework policy is an important element.

2. Homework - A Definition.

Homework is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. At Hamp Nursery and Infants School we see work done at home as a valuable part of school work.

3. The Purpose of Homework.

The school regards the purpose of homework as being to:

- Develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child;
- Consolidate and reinforce skills and understanding, particularly in English and Mathematics;
- Extend school learning, for example through additional reading;
- Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of junior school and beyond.

The children's mental health and well-being is very important to us at Hamp Nursery and Infants School. Teaching staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon.

We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, ballet, Beavers, Brownies, music lessons etc.

Homework should be used to effectively reinforce and/or extend what is learned in school. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school. Homework tasks should be undertaken to the best of their ability.

We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions. We understand the stresses of family life can sometimes get in the way. Please speak to your child's class teacher if you are finding it challenging to get your child to complete their homework on time.

4. Current Practice.

At the beginning of the academic year, each year group will be informed of what is expected of them with regards to homework.

At the first parents' day in October, teachers will explain the organisation of homework in their child's class to parents.

5. The Nature of Homework.

At Hamp Nursery and Infants School, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective.

Short activities of different kinds – reading together, reading and spellings words and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

Homework will be differentiated to take account of individual pupils needs.

Early Years Foundation Stage (EYFS).

Reading:
The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time.

We have a scheme of phonetic reading books; 'Collins Big Cat'. For home reading, the children will be given a decodable reading practice book labelled 'I can read', which is suitable for

them to decode. This book is taken home to ensure success is shared with the family. Parents/carers record comments in a reading log to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. A reading for pleasure book will also go home, labelled 'We can read this book together' book, for parents/carers to share and read to children.

Phonics and Spellings:
Children will bring home a weekly learning sheet that gives them the GPC taught that week along with example sentences and tricky words. This will enable parents/carers to know what GPC has been taught and enable them to help their child embed their phonics.

Children working at the expected National Curriculum level for Year 1.

Reading:
The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time.

We have a scheme of phonetic reading books; 'Collins Big Cat'. For home reading, the children will be given a decodable reading practice book labelled 'I can read', which is suitable for them to decode. This book is taken home to ensure success is shared with the family. Parents/carers record comments in a reading log to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. A reading for pleasure book will also go home, labelled 'We can read this book together' book, for parents/carers to share and read to children.

Phonics and Spellings:
Children will bring home a weekly learning sheet that gives them the GPC taught that week along with example sentences and tricky words. This will enable parents/carers to know what GPC has been taught and enable them to help their child embed their phonics.

After this, when the children are ready to start the spelling scheme, they will be given 5 to 10 spellings each week as appropriate. These spellings will include the phonics previously taught in lessons.

Mathematics:
Homework will be provided for pupils to consolidate or revise particular mathematical skills. Children will be given one short differentiated piece of homework each week that relates to the topic being covered.

Children working at the expected National Curriculum level for Year 2.

Reading:
The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time.

We have a scheme of phonetic reading books; 'Collins Big Cat'. For home reading, the children will be given a decodable reading practice book labelled 'I can read', which is suitable for them to decode. This book is taken home to ensure success is shared with the family. Parents/carers record comments in a reading log to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. A reading for pleasure book will also go home, labelled 'We can read this book together' book, for parents/carers to share and read to children.

Phonics and Spellings:
Children will bring home a weekly learning sheet that gives them the GPC taught that week along with example sentences and tricky words. This will enable parents/carers to know what GPC has been taught and enable them to help their child embed their phonics.

After this, when the children are ready to start the spelling scheme, they will be given 10 spellings each week. These spellings will include the phonics previously taught in lessons.

Mathematics:
Homework will be provided for pupils to consolidate or revise particular mathematical skills. Children will be given one longer differentiated piece of homework each week that relates to the topic being covered.

Where appropriate and depending on children's individual needs other activities may include:
Learning the class story using story or text maps at the beginning of each Talk for Writing unit;
Handwriting Practice;
Preparing questions;
Writing tasks;
Puzzles/games;
Learning songs or scripts for plays;
Physical activities;
Investigations;
Completing a short homework activity book during school holidays.

However, children will not be expected to complete more than one additional piece of homework each week.

6. The Amount of Time to be Spent on Homework.

At Hamp Nursery and Infants School we expect children to spend on average 1 hour per week, split into smaller, manageable slots, completing homework which will be set at age related expectations.

Homework will not, in general, be used to finish off work started in class.

The school believes that a regular pattern is important, particularly for English and Mathematics. It will endeavour to establish a familiar routine of when homework is set and when it is expected to be completed by. This information will be made clear to parents at the initial parents' evening at the beginning of the academic year.

7. Special Educational Needs (SEND).

Setting the right type and amount of homework for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the SENDCo and parents. The objectives of homework outlined in this policy should apply equally to pupils with special educational needs. Whilst children with SEND may benefit from special tasks separate from the homework set for other children in the class, it is important that they should do as much in common with other children as possible. Homework tasks for children with SEND should:

- Have a very clear focus and time-guideline;
- Give plenty of opportunities for pupils to succeed;
- Help develop social as well as other skills where necessary;
- Be varied - and not purely written assignments;
- Be manageable for teachers.

8. English as an Additional Language (EAL).

Setting the right type and amount of homework for children with English as an additional language will need careful consideration by the class teacher and co-ordination with both the EAL co-ordinator and parents. Parents support will often be sought to help children learn subject specific vocabulary which will be sent home by the class teacher.

9. Gifted and Talented.

Appropriate extension homework will be provided for children who have strengths in specific areas.

10. The Role of the School, Teachers, Parents and Carers in Supporting Pupils with Homework Activities.

Role of the school:

- To monitor the effectiveness of the homework policy;
- To support parents with the newer methods of teaching in English and Mathematics through regular curriculum evenings and parents' days.

Role of the class teacher:

- To plan homework as an integral part of curriculum planning and indicate tasks on short term planning;
- To inform pupils and parents of homework timetables through discussion in class and at parents' evening;
- To match homework to the ability of the children;
- To provide feedback which encourages pupils to regularly complete tasks. Feedback should be appropriate to the task e.g.

- individual comment from the teacher, verbal or written;
- marking of the task within an acceptable timeframe;
- reading log entry written by pupils or parents;
- recognising homework achievement through assemblies.

Role of the parents/carers

The school recognises that parents and carers have a key role to play in supporting pupils' homework. The nature of this role will change as children get older. For much of their homework, particularly with younger children, parents and carers will be encouraged to become actively involved in joint homework activities.

To avoid 'battles' over homework we recommend:

- That children should be allowed to work at an appropriate pace;
- Acknowledgement should be given to their own interests;
- The task is undertaken at an appropriate time when the child is best able to concentrate;
- Your child may need lots of encouragement, praise and even your company and help for certain tasks;
- That work at home is perceived as a shared activity;
- Work at home should be planned carefully around other interests to avoid clashes;
- It should not be used as a threat or punishment.

Your HELP, ENCOURAGEMENT and PRAISE is the key to success.

We ask you to provide a reasonably peaceful, suitable place in which pupils can do their homework – alone, or more often for younger children, together with an adult.

We do not envisage an infant school child spending time in isolation with work he or she may find difficult. Give support and help but do not do the work for the children. Please support children in completing tasks and return work in a tidy presentable state.

Concerns

If any child does not understand a task, parents should encourage them to ask their teacher for further guidance. If you have any concerns about the levels of homework or the content etc., please see your child's class teacher. Do not let your child get upset about homework; if there is a problem come in and speak to the teacher about it.

11. Feedback.

The school recognises the importance of providing prompt and accurate feedback to pupils, parents and carers on how well homework tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of methods will be used to provide feedback ranging from an appropriate comment of praise, appreciation or area for improvement to a mark, and these will vary according to the age and ability of the pupil.

12. Informing and Consulting Parents and Carers about the Homework Policy.

The school will use the school website and newsletters to inform parents and carers about the school's homework policy and secure their involvement. The Homework Policy and useful information for parents in supporting their child's learning is displayed on the School Website. Parents' evenings will be used to promote this partnership and obtain feedback e.g. English and Mathematics workshops, new intake evenings. Homework questionnaires may be used where appropriate to ascertain parent views. Parents will be consulted about any significant changes to the policy that are being considered by the Governing Body.

13. Reviewing the Policy.

The homework policy will be reviewed every year. Where significant changes to the policy are felt to be required, proposals will be presented to the governing body and parents consulted.

Last reviewed on:	September 2026
Next review due by:	September 2027