Farnborough Road Infant School

Homework Policy

"Learning, Caring and Achieving Together"

Introduction

At Farnborough Road Infant School, homework means opportunities for children to practise, enjoy and extend learning beyond the school day, supported by their families where appropriate. This includes sharing books, talking, playing, exploring and practising familiar skills. Homework is designed to strengthen the partnership between home and school without placing unnecessary pressure on children or families.

Homework questionnaire feedback (February 2023)

The school's 2023 parental questionnaire found that 83% of respondents felt reading five times weekly benefited reading, 78% felt weekly spelling supported writing and 71% valued the range of homework activities. Parents particularly highlighted shared reading and conversations about learning.

Rationale for homework

Purposeful home learning can help children consolidate what they have been taught and develop confidence and independence. For infants, short, positive interactions are usually more appropriate than lengthy written tasks. Reading for pleasure, family conversation, outdoor play, rest and enrichment are also important for children's development. Homework should be manageable, inclusive and supportive rather than a source of stress.

Aims and objectives

- To encourage enjoyment of books, stories and language.
- To consolidate phonics, reading, spelling and number knowledge already taught in school.
- To strengthen communication and partnership between families and school.
- To encourage curiosity, independence and confidence through meaningful, age-appropriate experiences.
- To ensure equitable access and avoid disadvantaging children whose home circumstances vary.

Types of homework

Nursery: There is no expectation of formal written homework. Families are encouraged to share stories, songs, rhymes, talk, play and everyday counting and noticing activities. Optional ideas may be shared through Class Dojo.

Reception: Families are encouraged to share books and stories regularly and to practise reading with appropriately matched decodable books when children are ready. The school encourages reading at home on at least five occasions each week, as part of our Read to Succeed initiative. Short phonics, number, rhyme and practical activities may be suggested, usually in sessions of around 5–10 minutes, depending on the child.

Years 1 and 2: The school encourages reading at home on at least five occasions each week, as part of our Read to Succeed initiative, combining practice with books matched to taught phonics and reading for pleasure. Teachers may also provide short spelling, phonics, number fluency or curriculum-linked activities. These reinforce taught knowledge and will be accessible without specialist resources.

Children may occasionally be invited to discuss a forthcoming topic, collect safe everyday items, share an experience or plan for their show and tell. Such activities are optional where family resources or circumstances make them difficult. No child will be disadvantaged for not completing an optional activity.

Amount of homework

There is no fixed weekly homework-hour requirement. Teachers will prioritise frequent, brief, purposeful practice rather than volume. Families should stop if a task becomes frustrating or takes substantially longer than intended and discuss concerns with the class teacher. Homework should not displace play, family time, rest or extra-curricular activities.

Inclusion and homework

Teachers will make reasonable adjustments for children with SEND or disabilities, including alternative formats, smaller steps, adapted expectations, oral or practical responses and additional resources where needed. Staff will consider barriers relating to language, digital access, family circumstances and disadvantage. Support will be offered sensitively, with reference to relevant individual plans where appropriate.

The role of parents and carers

Parents and carers are encouraged to read and talk with their children, celebrate effort, establish a relaxed routine where possible and let teachers know if activities are difficult. Adults are not expected to teach unfamiliar content or purchase materials. Families may contact the class teacher with questions, requests for adjustments or feedback. Concerns may be raised through Class Dojo or face to face with the child's class teacher.

The role of teachers and feedback

Teachers will ensure homework is clear, proportionate, linked to learning and appropriate. They will explain routines and provide guidance on supporting early reading and phonics. Completed tasks will be acknowledged through conversation, praise, discussion or brief feedback. Teachers will use feedback from families to adjust expectations where necessary.

Use of IT and online safety

School-recommended online resources may support learning, but access to a device or internet will not be assumed. Non-digital alternatives will be available. Parents and carers should supervise online activity, use age-appropriate content and follow the school's online safety advice. Homework will not require children to use social media or disclose personal information.

Monitoring and review

The Headteacher and curriculum leaders will monitor the suitability and consistency of homework through staff discussion, family feedback and consideration of pupil engagement. The Governing Body will approve and review this policy every 3 years, including its impact on inclusion and family wellbeing or sooner following significant changes in guidance or school practice.

Updated October 2026

Signed Date Headteacher.

Signed Date Chair of Governors.