

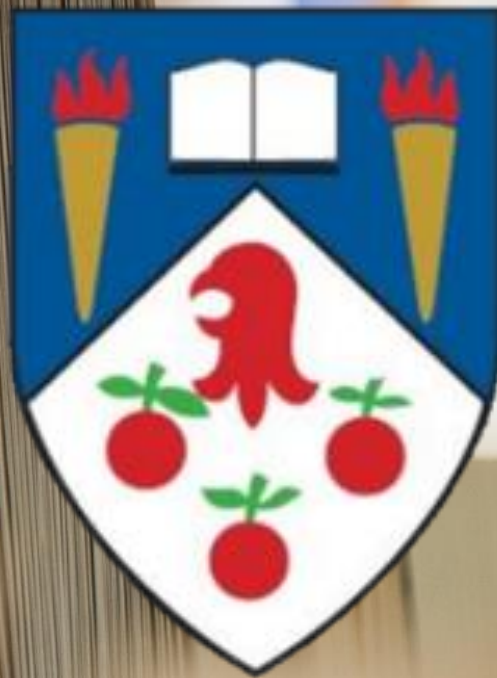
Kindness

Integrity

Learning

Respect

TRUTH WILL PREVAIL



Homework Guidance

2025-2026



What is homework for?

Homework at Flora's is planned to give families an insight into their child's work by reinforcing learning in class through a range of easy to engage with, optional activities. As children progress through school, the homework will reflect their current learning, and the time expectation will increase with their growing development. Homework helps children to practise skills, consolidate knowledge and promotes the building of good study and concentration habits. Homework at Flora's is an expectation but is not mandatory and we understand that families know best when it comes to the time and energy needed for homework. Homework activities cannot be used as assessment and so work will not be marked however all classes have their own processes for recognising, encouraging and celebrating homework effort every week.

Why do we set homework?

Parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children do better.

Homework helps your child to:

- learn how to organise and manage their time and work independently
- take more responsibility for their own learning
- practise and build on what they have learned at school
- develop confidence to deal with frustrations, overcome difficulties and solve problems

Homework also lets you find out what your child is doing at school and get involved in their learning. Children learn something well when they talk about it or explain it to someone else, so asking your child about their homework really helps them.

What is your role as parents/carers?

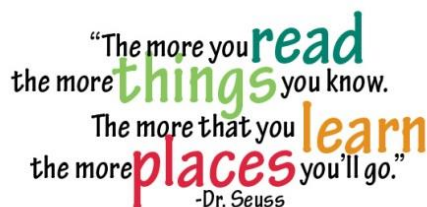
At Flora's we recognise that homework can be difficult for some families as we all live very busy lives. However, research shows that home-learning which engages pupils and involves families has an impact on attainment. It is quality that matters, not quantity - the kind of homework your child does is often more important than the amount.

Even if you have little time, or don't know much about the subject or level your child is studying, you can still be involved. ***It's not your time or ability, but a positive and encouraging attitude to your child's learning that really matters.*** Homework is for children to do, not for parents.

How we learn is as unique as our fingerprint so every child might well approach homework differently and if homework is not working for your child or your family, it is not mandatory.



Reading and Literacy Approach



A love for reading is the greatest gift we can give to our children. Reading is central to communication, imagination and development and opens the door to learning in all other curricular areas. As far as homework is concerned, reading is the most important activity a child can undertake. If your child does no other homework outside of school, please encourage them to keep reading. It will make the biggest single difference to achievement and attainment.

P1 Early Level Literacy and Reading

The phonic sounds which pupils are currently learning in class will be the focus for literacy homework. These will focus on the three areas below.

- Phonological awareness
- Initial Sounds
- Tricky Words

As the learning develops across the year an element of choice will be introduced to these sounds where children may select more, or less, challenging options to practise at home and writing sentences will become part of the reinforcement. These changes will be shared by the teacher as the P1 year develops.

From October your child will start bringing a reading book to share with you at home. It is important that this is read and enjoyed and prompts discussion and questioning with the child at home. It is not enough to simply read the words.

The early years of your child's life are the most precious time for their development. Children learn through playing, talking and sharing to make sense of the world and build connections, relationships and understanding. Reading a bedtime story every night, asking questions, and talking with your child about the world around them are all crucial parts of early language development.

Your P1 child at Flora's Primary School will not be set homework by their teacher until after the October break. These early months are a precious time to play, sing, read, talk and explore the world with your child as they are navigating the early days of relationship building at school.

P2-P4 First Level Literacy and Reading

As your child develops through school you can support at home with the reinforcement of a love of reading. Research shows that a love of reading impacts attainment and achievement in all other areas of development.





Reading homework will feature a weekly book coming home and some activities to support this. This will encompass reading for enjoyment and for comprehension along with some reading tasks and questions to discuss.

In the early years of first level (P2 into P3) phonic sounds remain important and key sounds and words will be shared for reinforcement at home while talking with your child. As children progress through 1st level from P3 into P4 regular spelling words and activities will become a feature of homework.

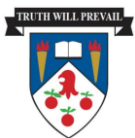
P5-P7 Second Level Literacy and Reading

As your child moves into the upper stages of primary the need to foster and grow a love of reading continues to be incredibly important. Research shows that a love of reading impacts attainment and achievement in all other areas of development.

Reading homework will be set weekly for all children. This may not be 'set pages' from specific texts as the children move away from "learning to read" into "reading to learn". It will consist of reading for enjoyment, ongoing texts for comprehension and related tasks.

Spelling words and related activities will be offered for this stage and children are encouraged to explore and use these in a variety of ways to embed and reinforce learning.





Homework Task Expectation by Stage

Stage	What	Time Expectation	Parental Role
Early Level P1	<ul style="list-style-type: none">Phonics and sounds:<ul style="list-style-type: none">Hearing the difference between a range of soundsHearing and using the initial sounds in wordsTricky words that can't be sounded outWeekly reading book with parent support questions.Numeracy games, activities and worksheets reflecting work in class.Topic work related to current learning, as appropriate throughout year, (e.g. Nativity, Scots Week).	Approx. 10 minutes per night	Read with your child and talk about stories. Encourage simple tasks to develop independence, buttoning coats, cutting food, etc. Counting up and back, grouping and sorting games.
First Level P2	<ul style="list-style-type: none">Weekly reading book.Key words and sounds.Numeracy work (Flora's Figures).Other curricular areas may also be set where this fits with class learning.Topic work related to current learning, as appropriate throughout year, (e.g. Nativity, Scots Week).	Approx. 10-15 minutes per night – reading priority.	Read with your child and talk about stories. Listen to reading, help practise spellings and simple numeracy games/tasks
First Level P3	<ul style="list-style-type: none">Weekly reading book with set pages.Targeted Spelling words with a variety of tasks including using in sentences.Numeracy games and tasks following on from work in class. Flora's Figures is also used.Other curricular areas may also be set where this fits with class learning.	Approx. 15 minutes per night. Reading priority	Support organisation, read with your child and discuss the book. Discuss tasks and help with research as appropriate.



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First Level P4	<ul style="list-style-type: none">• Reading book selected for enjoyment with activity grid of suggested tasks.• Targeted Spelling words with a variety of tasks including using in sentences.• Numeracy working linked to work in class, sheets, questions, games, online, etc. Flora's Figures is also used.• Other curricular areas may also be set where this fits with class learning.	Approx. 15-20 minutes per night	Support organisation, discuss tasks, help with research
Second Level P5	<ul style="list-style-type: none">• Reading book selected for enjoyment with activity grid.• Targeted Spelling words and spelling activity grid activities.• Current maths work related to class learning – links to resources, games etc. and work to follow up from in class. Flora's Figures is also used.• Other curricular areas may also be set where this fits with class learning.	Approx. 20 minutes per night.	Encourage independence, review completed work with child
Second Level P6	<ul style="list-style-type: none">• Reading book selected for enjoyment.• Targeted Spelling words and spelling activity grid activities• Current maths work related to class learning – links to resources, games etc. and work to follow up from in class.• Other curricular areas may also be set where this fits with class learning.	Approx. 20-25 minutes per night	Encourage independence, review completed work with child
Second Level P7	<ul style="list-style-type: none">• Reading book selected for enjoyment.• Targeted Spelling words and spelling activity grid activities.• Current maths work related to class learning – links to resources, games etc. and work to follow up from in class.• Other curricular areas may also be set where this fits with class learning.	Approx. 25 minutes per night	Encourage independence, review completed work with child



Recognition of Homework

Reducing workload and bureaucracy are important drivers for schools and in line with this pupil homework is not routinely marked in a traditional sense. Teachers will use a variety of ways to collect information from pupils on homework, depending on the task, the stage and the teacher. This might include approaches such as:

- The teacher reviewing content of submitted work, particularly spelling or maths, and discussing errors or misconceptions with learners, giving brief verbal feedback or an opportunity to make corrections.
- An opportunity at circle time in class to share and discuss homework tasks,
- Children may add work to a WOW wall and receive oral feedback.
- Short discussions Monday and Friday to set tasks and reflect on these, sharing successes

Homework isn't used for assessment as we have no way of knowing the conditions in which it was completed or the support the child received. As set out above, at Flora's the purpose of homework is to reinforce learning, offer opportunity to practice and to help parents/carers understand the learning happening in class.

Organisational Guidance

- ❖ For all classes, homework tasks are set on a Monday and due for the following Monday.
- ❖ Reading books however are due in on the Friday to allow new books to be prepared for Monday.
- ❖ All Homework is set on Teams. This was the most popular option from parent and staff feedback, although certain drawbacks were identified. Teams allows up to date information to be shared, changes to be quickly communicated and, more importantly supports the easy sharing of links and resources to support homework learning. As a school we are committed to reducing the amount of printing and photocopying, we do to help relieve environmental and budgetary pressures and Teams helps us with this.
- ❖ Children in some stages will be provided with a homework jotter. If it would be easier for you and your family to receive the homework on paper with a jotter, this can be arranged. Please communicate with your child's teacher on this.
- ❖ Homework is recommended, for all the reasons set out in this guidance. However, it is not mandatory, and children will not be rewarded for bringing it in or reprimanded for not completing it. As a family the choice is yours. Children may be asked about their homework as part of our ongoing work in class, if they haven't done it, they simply need to let the teacher know that.