



# Ashfield Junior School

Inspiring our children to dream big, be extraordinary  
and to change the world

## Homework Policy

Date agreed: October 2022

Date of next review: October 2025

## **Ashfield Junior School Home Learning Policy**

Research by the Education Endowment Foundation has shown that homework has a positive impact on children's achievement. At Ashfield we believe that there is a great advantage in children continuing their learning beyond the school day and that homework should be seen as a continuation of the learning process. We hope parents will encourage their children to participate in outside school activities, which develop their social skills and promote their abilities outside the curriculum. However, we also recognize that children need the opportunity to play, climb trees and "chill out" and just be children and that structuring their free time to the nth degree does nothing to promote the development of well balanced, independent young people. Therefore, Ashfield School has devised the following homework policy.

In providing a small amount of homework each week, the school aim to consolidate, support, reinforce and extend the work that children are engaged in within the classroom. By providing tasks which complement schoolwork, teachers can help children to make quicker progress and to achieve better results. The school curriculum is increasingly demanding and homework can provide opportunity for children to spend a little time on extended practice or consolidation of basic skills.

Homework also offers a useful opportunity for children to develop skills independently. Homework should not be 'a battle' between parent/carer and child, nor should it be a competition between children as to who can make the biggest and best model or write the longest and most complex story. Equally, we are not asking parents to take on the role of teacher. Homework must never take the place of children's entitlement to quality first teaching.

Learning at home does not just mean completing work sheets and formal written exercises carried out without help from adults. All children need to participate in purposeful joint activities and tasks with their parents and carers.

If your child has not been set a piece of homework on a particular night, the following are all purposeful homework activities that we encourage parents and children to do together:

- talk together and enjoy one another's company;
- have fun together, playing board games, reciting rhymes and learning poems, reading and being read to;
- learning and revising facts;
- discuss what's in the news
- visit the library or local museums;
- prepare to give a talk about a hobby or an enthusiasm;
- find out about an aspect of a topic being studied at school;
- carry out mathematical activities that make use of the home context e.g. weighing ingredients for cooking, estimating the number of potatoes, weighing the rice needed for dinner, helping with the shopping and carrying out simple transactions with money.

## The Nature of homework

At Ashfield we try to ensure that homework should include tasks that are varied. Homework tasks may include the following: Practice and Reinforcement of Class Work

- Reading with an adult and being read to by an adult (children of all ages)
- Discussing texts with an adult, responding to questions from parents about the context and language of the text
- Carrying out spelling activities and learning spellings from the literacy lists when appropriate
- Learning tables and practising mental strategies
- Handwriting practice, when appropriate
- Finishing off a piece of work started in class
- Completing a consolidation exercise to practise a skill taught in class
- Additional practice of maths skills learnt in class

## Implementation

### We expect teachers to:

- set homework regularly that is relevant and will be discussed in class and used within the classroom. (This means that not every piece of work will be individually marked, but all children's efforts will make a contribution to the week's learning)
- ensure that children who fail to complete their homework or do not complete it to an acceptable standard;
- inform parents if a child falls behind with homework, since this will be a disadvantage to the child;
- explain any homework to children who have tried but found it difficult, so that work can be completed and handed in on time;
- be realistic about the amount of time an assignment will take a child to complete and remember that learning tasks often take longer at home than they do in the classroom

### We expect pupils to:

- take responsibility for listening carefully when homework is explained so that they can work at a level of independence appropriate to the task
- read regularly and record the book title and pages read on the Boom Reader app
- complete each homework task in the time allowed and hand it in to the teacher on time.
- produce the best work they possibly can
- ask the teacher for any additional help they need *in good time* before the homework is due in
- be cooperative when parents and carers are offering help to get homework done
- be increasingly responsible for managing their time as they go through school so that they become able to plan ahead in their busy week and can make their own decisions about how and when to complete their homework tasks

## We ask parents to support their children by:

- Talking with their children about their school day and sharing the children’s fascination with learning about the world around them e.g., ask questions about books that have been read, topics covered at school, visits made, club activities etc.
- allowing time and space for homework to be completed
- hearing their child read and reading to their child
- giving children opportunities to practise their maths skills
- encouraging children to persevere with challenging tasks
- signing the reading record or homework diary at least weekly and informing the school if problems arise

## The frequency and duration of homework

Below is a table of the homework time allocations for each year group. The timings in brackets give an indication of the time implications over the course of the school week

| Year group | Time allocation  | Example of homework tasks set for children   |
|------------|--|--|
| Year 3     | <p><b>Maths:</b> Set out weekly (My Maths)<br/>10 minutes weekly (TTRockstars)</p> <p><b>Spelling:</b> Set out weekly</p> <p><b>Reading:</b> 10 mins/day</p> | <p><b>My Maths:</b> Children will be given their own log in for this Maths website. A specific activity linked to our learning in class.</p> <p><b>TTRockstars:</b> Children will be given their own log in for this website. We will set 10 games in the Garage for the children to complete each week. This takes 10 minutes.</p> <p><b>Spelling:</b><br/>We will set a homework task that links to that spelling rule. Children will complete quizzes using that spelling rule throughout the week. Support your child by talking about the spelling rule and helping them generate more words that follow this pattern.</p> <p>Children are expected to read out loud <b>three</b> times a week for at least 10 minutes to an adult. Record on Boom Reader App</p> |
| Year 4     | <p><b>Reading:</b> 10 minutes a day (5 times a week).</p> <p><b>Spelling:</b> 4 x 5 minutes/week</p> <p><b>Maths:</b> 20 minutes/week</p>                    | <p><b>Reading:</b> Reading for fluency and stamina. Record on Boom Reader App</p> <p><b>Spelling:</b> Spelling rule or pattern and linked task</p> <p><b>Maths:</b> TTRockstars</p>  |
| Year 5     | <p>Up to 2 hours of homework per week</p> <p><b>Maths:</b> 10 minutes</p>  | <p><b>Maths:</b> TTRockstars (Garage or Studio activity)</p>   |

|        |   |  |
|--------|---|--|
|        | <p><b>Spelling:</b> 20 minutes/week</p> <p><b>Google classroom:</b> 30 minutes/weekly</p> <p><b>Reading:</b> 50 minutes/weekly</p>                | <p><b>Spelling:</b> Spelling rule or pattern and linked activity</p> <p><b>Google classroom:</b> Activity linked to learning in class</p> <p><b>Reading:</b> Reading and comprehension activity</p>  |
| Year 6 | <p>Up to 2.5 hours of homework per week.</p> <p><b>Reading:</b> 60 minutes</p> <p><b>Maths:</b> 60 minutes</p> <p><b>Spelling:</b> 30 minutes</p> | <p><b>Reading:</b> Daily reading and comprehension activities</p> <p><b>Maths:</b> Consolidation of work learnt in class</p> <p><b>Spelling:</b> Spelling rule or patterns and linked activities</p> |

There may be slight variations to the times given above – occasions when the children might have slightly more or less – but staff will aim for consistency across the year group.

### **Problems with Homework**

If for any reason your child has not been able to do a piece of homework or has experienced particular difficulties with it please send a brief note to the class teacher, as this would help us fulfil our aim to work in partnership with parents to provide the best opportunities for learning for the children.

### **What if children do not do their homework?**

Children who do not do their homework may be asked to complete their homework during the soft start to the morning (8:30am to 8:50am) or stay in at lunchtime to complete their task so that they are not put at a disadvantage in their learning.

### **Holiday Homework**

There will be no homework tasks set during the holiday. However, children may be invited to research the following half term's focus of interest during the shorter breaks.

### **Homework for holidays taken during term time**

Teachers at Ashfield do not prepare holiday work if the holiday is taken during term time. We do however expect the parents to continue to read with their child when on holiday, for the child to keep a diary whilst away and for them to give a short talk about the places they visited on their return.