



Ashfield Junior School

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

Homework Policy

Date agreed: June 2025

Date of next review: June 2028

Ashfield Junior School Homework 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 recognise that children need the opportunity to play, have a time to relax and just be children. Therefore, we have 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 and prepares them for the next stage of their education at secondary school.

Homework activities across each year group has been designed to ensure that the work set is consistent. Children in each year group will have spelling, My Maths, TTRockstars, reading (including Boom Reader).

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);
- To monitor children that complete homework. Teachers will 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;
- 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;
- Listening to their child read and reading to their child;
- Giving children opportunities to practise 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 provide 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	Up to 1 hour of homework per week	
	Maths: Set weekly (My Maths or TTRockstars) 20 minutes weekly Spelling: Set out weekly (15 minutes/week) Reading: 25 mins/weekly (5 mins per day)	Maths: My Maths: (20 minutes) TTRockstars: (20 minutes) My Maths or TTRockstars is set on alternative weeks. Spelling: 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. Children are expected to read out loud five times a week for at least 5 minutes to an adult. Record 3 'reads' on the Boom Reader app
Year 4	Up to 1.5 hours of homework per week	
	Reading: 10 minutes a day (5 x week) (50 minutes/week total) Spelling: 10 minutes/week Maths: Set weekly (My Maths and TTRockstars) (30 minutes/week)	Reading: Reading for fluency and stamina. Record on Boom Reader app Spelling: Spelling rule or pattern and linked task Maths: TTRockstars (15 minutes), My Maths (15 minutes)
Year 5	Up to 2 hours of homework per week	
	Maths: Set weekly (My Maths and TTRockstars) 40 minutes/week Spelling: 20 minutes/week Reading: 60 minutes/weekly	Maths: TTRockstars (5 x Garage and 5 x Soundcheck) and one My Math task Spelling: Spelling rule or pattern and linked activity Reading: Reading and Boom Reading summary (20 minutes). Reading for pleasure (40 minutes)
Year 6	Up to 2.5 hours of homework per week	
	Reading: 90 minutes/week	Reading: Reading for pleasure – stamina reading (3 x 20 mins). Reading and comprehension activities (30 mins/week)

	Maths: Set weekly (My Maths, TTRockstars, CGP and/or arithmetic practice) 40 minutes/week Spelling: 20 minutes	Maths: Consolidation of work learnt in class (TTRockstars 20 mins, My Maths 20 mins, CGP 20 mins, arithmetic 20 mins). Maths homework will alternate between My Maths, TTRockstars, CGP and arithmetic throughout the year) Spelling: Spelling rule or patterns and linked activities
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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.

Termly Homework Activities (challenges)

Teachers will also set termly homework activities that children are invited to complete. This additional homework is optional but has been set to encourage children to develop self-learning with topics that they wish to explore independently and in more depth. The range of activities will be shared with pupils at the beginning of the term. Children can complete the activity throughout the term. Children should bring the termly homework activity into school to share with their teacher and peers when they have completed it.

Inclusion (including SEND, PP and EAL)

If your child has a special educational need or English as an Additional Language teachers will adapt homework so that it children can access the homework provided. If your child is struggling with their homework, please speak to your child's teacher so that reasonable adjustments can be made. If you do not have access to technology to access the homework, please speak to your child's teacher so that arrangements can be made to support your child to access homework.

Difficulties 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 (8:35am to 8:50am) or stay in at least one lunchtime for 20 minutes to complete their task so that they are not put at a disadvantage in their learning. Teachers will decide when the best opportunity will be for children to complete their homework and what homework children should complete.

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.

Policy Review

This policy will be reviewed by the Senior Leadership Team every three years but review the policy to reflect current practice or any necessary changes.