

JANVRIN SCHOOL



Homework Policy

Rationale:

1. *Reinforcement of Learning:* Homework serves as a valuable tool to reinforce concepts taught in the classroom. It provides students with opportunities to practise and apply new skills independently, enhancing their understanding of the material.
2. *Development of Responsibility:* Assigning homework fosters a sense of responsibility and time management in students. It encourages them to take ownership of their learning by completing tasks outside of the structured school environment.
3. *Parental Engagement:* Homework serves as a bridge between school and home, involving parents and carers in their child's education. It provides parents and carers with insights into their child's academic progress and offers opportunities for meaningful engagement in the learning process.
4. *Practice for Real-World Skills:* Homework helps students to develop essential skills such as organisation, perseverance, and self-discipline, which are valuable for success in their academic journey and future endeavours.
5. *Individualised Learning:* Homework allows teachers to tailor assignments to students' individual needs, providing additional support or challenges based on their progress. This personalised approach contributes to a more effective learning experience.
6. *Consolidation of Knowledge:* Homework provides the opportunity for students to consolidate and review what they have learnt in class. This reinforcement contributes to long-term retention of information and the development of a deeper understanding of subjects.
7. *Balanced Learning:* Homework is designed to complement, not overwhelm, students' daily lives. Striking a balance ensures that students have time for extracurricular activities, hobbies, and relaxation, promoting overall well-being.
8. *Cultivation of Lifelong Learning Habits:* By instilling positive homework habits at an early age, schools contribute to the development of lifelong learners who value continuous education and the pursuit of knowledge throughout their lives.

In Summary, a well-thought-out homework policy in primary school is essential for creating a supportive and effective learning environment, promoting academic growth, and preparing students for the challenges and responsibilities they will encounter in their educational journey and beyond.

We have designed our homework policy so that there is progression as children move up through the school, and so there is consistency through the school with the resources used for home learning.

We have also structured our expectations around home learning so that it is manageable for all families – using a '**Must, Should, Could**' structure, as detailed in the table below.

'Must' home learning activities: we expect children to complete these regularly with support from parents and carers, or independently (depending on age or disposition). In these activities, children will practise the fundamental skills they need for their stage of learning.

'Should' home learning activities: we think children should be doing these as they will reinforce their learning at school.

'Could' home learning activities: we think that children could attempt these to deepen and extend their learning.

	Must	Should	Could
Reception	<ul style="list-style-type: none"> • Read lending library book. • Practise sound of the week and complete Phonics booklet (from Spring term). • Read levelled book (from Spring term) 	<ul style="list-style-type: none"> • Complete Maths activity. • Complete Phonics activity. 	<ul style="list-style-type: none"> • Access Reading Eggs (if you have a device at home).
Year 1	<ul style="list-style-type: none"> • Learn sound of the week activity. • Read levelled book and record in reading log. • Learn Y1&2 word list. 	<ul style="list-style-type: none"> • Complete Maths activity. • Read lending library book 	<ul style="list-style-type: none"> • Complete 1 project each term from the topic list. • Access Reading Eggs (if you have a device at home).
Year 2	<ul style="list-style-type: none"> • Read levelled book and record in reading log. • Learn Y1&2 word list. 	<ul style="list-style-type: none"> • Read lending library book. 	<ul style="list-style-type: none"> • Complete 1 project each term from the topic list. • Handwriting from the Year 1 and 2 Word List. • Access Reading Eggs and TTRS (if you have a device at home).
Year 3	<ul style="list-style-type: none"> • Read Library book and record in reading log. • Access TTRS independently. • Learn Y3&4 word list. 	<ul style="list-style-type: none"> • Access Reading Eggs independently. • Access Rollama independently. 	<ul style="list-style-type: none"> • Complete 2 projects each term from the topic list.
Year 4	<ul style="list-style-type: none"> • Read Library book and record in reading log. • Access TTRS independently. • Learn Y3&4 word list. 	<ul style="list-style-type: none"> • Access Reading Eggs independently. • Access Rollama independently. 	<ul style="list-style-type: none"> • Complete 2 projects each term from the topic list.
Year 5	<ul style="list-style-type: none"> • Read Library book and record in reading log. • Access TTRS independently. 	<ul style="list-style-type: none"> • Access Reading Eggs independently. • Access Rollama independently. 	<ul style="list-style-type: none"> • Complete 2 projects each term from the topic list.

	<ul style="list-style-type: none"> • Learn Y5&6 word list. 		
Year 6	<ul style="list-style-type: none"> • Read Library book and record in reading log. • Access TTRS independently. • Learn Y5&6 word list. 	<ul style="list-style-type: none"> • Access Reading Eggs independently. • Access Rollama independently. • Practice papers and revision for SATs (Spring term). 	<ul style="list-style-type: none"> • Complete 2 projects from the topic list.

Resources Glossary:

Lending Library Book – Children will be able to choose a book from their key stage library to take home and read for pleasure. This must be brought back to school before another one is borrowed.

Levelled Reading Book – This is a book that your child’s class teacher will send home, pitched at your child’s current reading level. Your feedback in your child’s reading log is hugely helpful and beneficial for when your children read these books (Reception, Year 1 & Year 2).

Phonics Booklet – In here are the pure sounds, in the order that your child has been taught them, for you to practise at home (Reception). You will be able to find your child’s sound of the week in this booklet.

Word Lists – The word lists for Y1&2, Y3&4 and Y5&6 are the words your child needs to know the meaning of and know how to spell by the end of Year 2, 4 and 6 respectively.

Reading Eggs – This is a website that children from Year 1 upwards have a login for. On here, children can read online books and receive virtual rewards – teachers can also set challenges. The website has an online library of thousands of books.

Times tables Rockstars (TTRS) – This is a website that children from Year 2 upwards have a login for. This website is a fun and engaging way for children to learn their times tables. Children can practise in different ways and receive virtual rewards – teachers can also set certain times tables to practise.

Rollama – This is a website that children in Year 3 upwards have a login for. This website is a fun and engaging way for children to practise spelling, punctuation, and grammar, through learning games.

Topic Projects – Every half term children learn about a different topic at school. Teachers will give parents and carers a list of activities children can attempt at home, which relate to their current topic. These activities are often cross-curricular and range from Art & DT, to science, and more!

SATs Practice (Y6 only) - In the Spring term of Year 6, teachers will send home some past KS2 test papers for children to have a go at. There will also be some other resources to help them complete home revision, so they are prepared as possible for these tests, which occur in May of Year 6.