JANVRIN SCHOOL

Homework Policy

October 2026

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 Leaning 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	• Child and parent to read lending library book together • Child to practise sound of the week using tapestry video • Child to complete Maths activity. • Child to read levelled book to an adult (from spring term)	• Name writing and letter/number formation	• Access Oxford reading buddy (from summer term).
Year 1	• Read levelled book to an adult and record in reading log. • Child and parent to read lending library book together • To read RWI book bag book • Learn Y1&2 word list.	• Complete Maths activity. • Complete sound of the week activity.	• Complete 1 project from the topic list. • Access Oxford reading buddy (if you have a device at home).
Year 2	• Child to read levelled book and record in reading log. • Child and parent to read lending library book together • Learn Y1&2 word list.	• Handwriting from the Year 1 and 2 Word List. • Access Oxford reading buddy and TTRS	• Complete 1 project from the topic list.
Year 3	• Child to read Library book and record in reading log.	• Access Oxford reading buddy. • Access Rollama.	• Complete 1 project from the topic list.

	• Complete sheets provided by teacher: times tables, comprehension or key vocab • Learn Y3&4 word list.	• Access TTRS. (if you have a device at home)	
Year 4	• Child to read library book and record in reading log. • Learn Y3&4 word list.	• Access Oxford reading buddy independently. • Access TTRS independently. • Access Rollama independently.	• Complete 2 projects each term from the topic list.
Year 5	• Child to read Library book and record in reading log. • Access TTRS independently. • Learn Y5&6 word list.	• Access Oxford reading buddy. • Access Rollama.	• Optional homework to consolidate in class learning • Complete 1 projects each term from the topic list.
Year 6	• Child to read Library book and record in reading log. • Access TTRS independently. • Learn Y5&6 word list.	• Access Ocxford reading buddy • Access Rollama independently. Practice papers and revision for SATs (Spring term).	• Complete 1 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. If the book is not at their level, parents can read this to their child.

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 activities – These reflect the learning in class, pure sounds, in the order that your child has been taught them, for you to practise at home (Reception).

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.

Oxford reading buddy – This is a website that children from Year 1 upwards have a login for (Reception in summer term). On the platform, 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.