


Policy Document

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Subject	Homework Policy
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Role:	Headteacher

Homework Policy

Homework at our school

At Ashwell School, we prioritise and place high value on:

- ✓ Mental health and wellbeing
- ✓ Family time
- ✓ Promoting a healthy engagements with school and a positive attitude towards learning
- ✓ Promoting and encouraging positive family interactions and dialogue

We recognise the importance of keeping core skills sharp. We believe that homework should be kept to a minimum and remain engaging, enjoyable and manageable for all concerned.

The purpose of this policy is to alleviate some of the anxiety your child faces through their school life and to focus back on the value of family time. At Ashwell Primary School we vow to set the minimum amount of homework necessary to enable children to feel confident with identified 'core skills'.

We believe that learning is still able to take place at home with or without homework. Our policy gives families the freedom to let their interests and passions guide their learning. Science experiments, playing outside, cooking and reading books together become an equally important part of a child's development, along with the curriculum they learn at school.

Our homework policy allows you to be a partner in your child's education. While our rigorous academic standards are fostered in the classroom, your family is empowered to explore and create your own path for learning at home.

Our Core Expectations

While we vow to set minimal homework, it is expected that parents will support their child's learning through 3 core weekly activities:

Core Learning Element	Expectation	Further information
Reading	<ul style="list-style-type: none">➤ Children to read at least 5 x per week with an adult or independently.➤ Recorded on BoomReader	See appendix i for resources "Supporting reading at home" and associated comprehension activities.
Maths Facts <i>(Times Tables & Number Bonds)</i>	<ul style="list-style-type: none">➤ Children to learn and practise core number skills at least 5 x per week.	This will be set using: <ul style="list-style-type: none">➤ Number Gym (EYFS & Year 1)➤ Times Table Rockstars (Years 2-6)
Spellings	<ul style="list-style-type: none">➤ Children to learn and practise weekly spellings using a range of spelling activities	Assigned using Google Classroom See appendix ii for resources "Supporting Spelling at home"

Details of what is expected for each Year Group can be found in the table at the end of this policy.

- Each child will be provided with an exercise book that should remain at home for them to use. This will not be marked and is for children to use to complete practise in their preferred style.
- Where there are barriers to accessing Google Classroom or other online resources, please speak to your child's teacher.

To recognise that all families' schedules are unique and need flexibility to plan when children complete the elements of our core expectations, we operate a full week's cycle. All classes will set the week's core learning expectations by publishing them on Google Classroom on a Friday.

In addition to our core expectations, teachers may be required to send targeted learning home linked to a pupils SEND intervention or support record.

Supporting further Home Learning (Optional)

We understand that some children and their parents may wish to have other opportunities to develop their learning outside of the school day. We will endeavour to provide advice and support for those wishing to complete further **optional** learning activities in the following ways:

- Curriculum information in the Termly Class Newsletters will give an insight into the learning that will be taking place in school. Children may wish to complete projects based on this. Families may also wish to explore further educational opportunities such as museums visits linked to the children's learning in school.
- We will continue to provide access to a range of on-line platforms that contain a wealth of learning activities across the curriculum. Children are able to select activities within these platforms that interest them:
 - [Purple Mash](#)
 - [Times Table Rock Stars](#)
 - [Number Gym](#)
 - [Google Classroom](#)
- Each Year Group's Google Classroom portal will include a document of suggested optional learning activities

We ask that children do not bring 'optional' activities to school. Teachers will not mark the 'optional' home learning and we are extremely limited with curriculum time and unable to enable sharing opportunities.

Your child's class teacher will be happy to provide support and advice from linked to children's individual targets and needs should you require it.

Year Group	Homework Expectations
Nursery	<ul style="list-style-type: none"> ✚ Read stories frequently with your child and talk about them ✚ Learn and share nursery rhymes ✚ Practise counting objects and grouping items
Reception	<ul style="list-style-type: none"> ✚ 5-10 minutes of Reading 5 x per week (Recorded on BoomReader) ✚ 5 minutes of number practise 5 x per week (e.g. Number bonds to 10 & 20) ✚ Practise key words 5 x per week (see word list provided)
Year 1 & 2	<ul style="list-style-type: none"> ✚ 10-15 minutes of Reading 5 x per week (Recorded on BoomReader) ✚ 5 minutes of number practise 5 x per week (e.g. 2x / 5x / 10x tables) ✚ Weekly – Learn spellings and complete spelling activities
Year 3 & 4	<ul style="list-style-type: none"> ✚ 15-20 minutes of Reading 5 x per week (Recorded on BoomReader) ✚ 10 minutes of number practise 5 x per week (e.g. 3x/4x/6x/7x/8x/9x tables) ✚ Weekly – Learn spellings and complete spelling activities
Year 5 & 6	<ul style="list-style-type: none"> ✚ 20 minutes of Reading 5 x per week (Recorded on BoomReader) ✚ 10 minutes of number practise 5 x per week (e.g. recall all tables facts) ✚ Weekly – Learn spellings and complete spelling activities. <p><i>At some points during the year, Year 6 may receive additional activities to support preparing them for secondary school transition and SATs.</i></p>

Appendix I – Supporting Reading at Home

Key Comprehension Questions



Before listening to your child read, why not choose a comprehension question from the list below to talk about with them? If used on a regular basis, they could really help your child to discuss their reading with confidence.

Fiction

1. What can you do when you get stuck on a word?
2. What do you think this story is going to be about? Why?
3. What do you think will happen next in the story and why?
4. Who are the main characters in the story?
5. What voice might the character use?
6. Find a few words/phrases/sentences that tell you about the character/setting/story?
7. How does the character feel in this section of the book? Why?
8. Where is your story set? Can you describe the setting?
9. What are the main events in the story?
10. How are the beginning and the end of the book similar?
11. Did you find any parts exciting? How could the book be improved?
12. Would you recommend this story to someone else? What would you tell them about it?

Key Comprehension Questions



Non -Fiction

1. What is on the cover of the book? What does it tell you about the content inside?
2. Why might you read this book?
3. How is information presented in this book, e.g. diagrams/tables? How do they help you understand the text?
4. How do you use a contents page/glossary/index?
5. Can you tell me some key facts from this page?
6. Find something that interests you from the text; can you explain why you chose this particular part?



Year 1 & 2

Make up a wordsearch or crossword puzzle based on the book.

Write about the beginning and end of the story.

Draw a picture of your favourite part of the story. Colour it in and explain what you've drawn.

Draw a poster to advertise the book you have read. Make sure you write on the poster why people should read it.

Pick a descriptive word from the text, write it down and use a thesaurus to find five words that mean something similar.

Fiction Activities

Write down any new words you have come across in your book and look them up in the dictionary. Record what each one means.

Draw a picture of one of the characters in the book. Find and copy at least three things the writer says about this person.

Give your book marks out of ten and explain why you have given it that mark.

Write about the main character in the story. Think of some WOW words or adjectives to describe them

Write down five questions you could ask someone about this book to check whether they have read it carefully.

Write a book review about your book for a friend.

Draw a picture of one of the settings in the story. Where is this place? What happens there?

Why not at one of activities

Reading Activities

Write down 5-10 interesting facts that you have found out in your reading.

Find any 10 words in your book. Now put them into alphabetical order.

Draw a poster to tell people about the book you have read. Make sure you write on the poster why people should read it.

Non-Fiction Activities

Draw a diagram of something mentioned in your book and label it with information.

Find 5-10 tricky words that you don't know and write them down. Use the glossary to help you to find out what they mean.

Make up a word search based on facts you have found in the book.



have, a go the reading above?



Colour it in when you're finished!

Draw a picture of one of the settings in the story
Where is this place?
What happens there?

Write down 5 questions you could ask someone about this book to check whether they have read it carefully.

Write a summary of the story in 50 words only

Draw a poster to advertise the book you have read. Make sure you write on the poster why people should read it.

Do you think the writer uses language (words) in an interesting way? Find 3-5 examples, copy them out and explain why you like them.

Pick a descriptive word from the text, write it down and use a thesaurus to find 5 words that mean something similar and 5 words that mean the opposite.

Fiction Activities

Write about the main character in the story. Choose 5-10 words to describe his or her behaviour. E.g. 'Sally is foolish, when she goes to the mill by herself.'

Construct a timeline to show all the main events in the story in the order that they happen.

Give your book marks out of ten and explain why you have given it that mark.

Draw a picture of your favourite part of the story. Colour it in and explain what you've drawn

Make notes about the story under these headings
opening *build-up* *problem* *resolution*

Write down any new words you have come across in your book and look them up in the dictionary. Record what each word means.

Draw a picture of one of the characters in the book. Find and copy at least 3 things the writer says about this person.

Why not at one of activities

Draw a poster to advertise the book you have read. Make sure you write on the poster why people should read it.

Thought shower what have you learnt from reading this book.

Find any 10 words in your book. Now put them into alphabetical order.

Non-Fiction Activities

Write down 5-10 interesting facts that you have found out in your reading.

Make up a word search or crossword based on the book.

Write a list of features of your non-fiction book. Does it have a contents page? An index? How many features can you find?

Draw a diagram of something mentioned in your book and label it with relevant information.

Find 5-10 technical words that you don't know and write your own glossary to explain what they mean. Use a dictionary.

Read through 3 paragraphs in your book and make notes on the most important points

have, a go the reading above?

Colour it in when you're finished!

Appendix ii – Supporting Spelling at Home

Spelling Activities

Crossword
Find out the meaning of each of your spellings and create a crossword for a friend to complete.

H	e	l	l	o	o	k	g
i	l	a	e	r	e	v	o

Syllables
Write each spelling word out. Divide the word into syllables. Draw a box for each syllable. Count how many syllables there are in each word.

SEP
TEM
BER

Phoneme Frames
Write out each of your spellings in a phoneme frame Eg Church

CH

UR

CH

Add sound buttons to help you blend.

Scrabble Tiles
Pick 10 of your spelling-words and use scrabble tiles to build words. Add up the value of the letters in each of your spelling words. Number your paper and list your words in order from the lowest values to the greatest.

e.g. house = h (4) + o (1) + u (1) + s (1) + e (1) = 8

c₁

a₃

n

o₆


t₁₁

t₅

o₇

s₉


Meaning Well
Write out your list of spellings. Find out the meaning of each of your spellings and write next to the word.




Spelling Activities

Rhyming
Write a rhyming word for each of your spellings. You could select the words with the same spelling pattern or alternative long vowel phoneme.
e.g. see = flea, me, tree, ski, tea, he

Bubble Letters
Write each of your spelling words in bubble letters, then colour them in.




Story Writing 

Write a great story using all your spellings from your list e.g.

'Once upon a time there was a wicked witch. She searched all over the land for a magic spell book. Eventually she found it hidden under a battered old rock.'

Headlines
Cut letters or graphemes out of magazines and newspapers to spell your words. Paste them onto a piece of paper.



Pyramid Writing
Write your spelling words as a pyramid, e.g. Computer

C
Co
Com
Comp
Compu
Comput
Compute
Computer

Rainbow Words
Write your spelling-word and trace over it five times using a different colour each time.

