St George's Junior School

Homework Policy

2026



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1.Purpose and Rationale

At our school, homework is designed to support pupils in developing **foundational knowledge and fluency** across the curriculum. We believe that regular, purposeful practice outside the classroom strengthens long-term memory, improves automaticity, and builds confidence.

Homework in Key Stage 2 consolidates essential skills in reading, spelling, handwriting and mathematics, ensuring that pupils are secure in core knowledge which underpins future learning.

Our homework offer reflects our school values:

- **Integrity** – Pupils complete homework honestly and to the best of their ability.
- **Collaboration** – Families and school, work together to support learning at home.
- **Ambition** – Pupils are encouraged to strive for high standards and take pride in their work.
- **Respect** – We value time, effort and the shared responsibility of home learning.
- **Empowerment** – Homework develops independence, resilience and self-regulation.
- **Positivity** – Homework is purposeful, achievable and celebrates effort and progress.

2. Principles of Effective Homework

Homework in KS2 will:

- Reinforce and revisit key learning from class.
- Develop fluency through regular, short practice.
- Be consistent and manageable.
- Promote independence while allowing for appropriate parental support.
- Be inclusive and accessible to all learners.

Homework will not introduce entirely new concepts but will consolidate and extend classroom learning.

3. Homework Expectations by Year Group

Year 3

Handwriting & Spelling

- 6–8 statutory spellings per week practised as handwriting.
- Curriculum spelling activities linked to classroom teaching.

Reading

- Read aloud for 5–10 minutes, 5 times per week, preferably to an adult or older sibling, but could also be read aloud and recorded on Seesaw.

Mathematics

- 1 fluency activity (e.g., Sumdog) per week.
- Weekly times tables practice (Frog Club or TT Rockstars).

Approximately 15–20 minutes per week.

Year 4

Handwriting & Spelling

- 6–8 statutory spellings per week practised as handwriting.
- CUSP Spelling activities linked to classroom teaching.

Reading

- Read aloud for 5–10 minutes, 5 times per week, preferably to an adult or older sibling, but could also be read aloud and recorded on Seesaw.

Mathematics

- 1 fluency activity (e.g., Sumdog) per week.
- Weekly times tables practice (Frog Club or TT Rockstars).

Approximately 20 minutes per week.

Year 5

Handwriting & Spelling

- 6–8 statutory spellings per week practised as handwriting.
- Curriculum spelling activities linked to classroom teaching.

Reading

- Read aloud for 5–10 minutes, 5 times per week, preferably to an adult or older sibling, but could also be read aloud and recorded on Seesaw.

Mathematics

- 1 fluency activity (e.g., Sumdog) per week.
- Weekly times tables practice.

Approximately 30 minutes per week.

Year 6

Handwriting & Spelling

- 6–8 statutory spellings per week (Year 3/4 or 5/6 list).

Reading

- Read aloud for 5–10 minutes, 5 times per week, preferably to an adult or older sibling, but could also be read aloud and recorded on Seesaw.

Mathematics

- Weekly times tables practice.
- SATs Bootcamp revision guides.

Approximately 30 - 45 minutes per week.

4. Roles and Responsibilities

Teachers will:

- Set clear, purposeful homework aligned with classroom learning.
- Ensure expectations are consistent across the year group.
- Monitor completion and provide feedback where appropriate.
- Communicate clearly with families about expectations.

Pupils will:

- Complete homework regularly and to a high standard.
- Take responsibility for organising their time.
- Ask for support when needed.

Parents and Carers will:

- Provide a supportive environment for homework.
- Encourage independence while offering guidance where necessary.
- Communicate with school if difficulties arise.

5. Inclusion and Flexibility

We recognise that families' circumstances vary. Reasonable adjustments will be made where necessary to ensure all pupils can access and benefit from homework. Support may include:

- Alternative formats
- Additional time
- In-school completion opportunities

6. Review

This policy will be reviewed annually to ensure it continues to reflect best practice and the needs of our pupils and community.

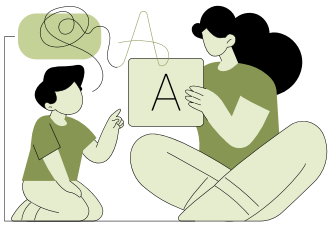
Appendix 1

	Year 3	Year 4	Year 5	Year 6
Handwriting	Key Stage 1 or Year 3/4 statutory spellings (6 to 8 per week)	Key Stage 1 or Year 3/4 statutory spellings (6 to 8 per week)	Year 3/4 or 5/6 statutory spellings (6 to 8 per week)	Year 3/4 or 5/6 statutory spellings (6 to 8 per week)
Reading	5-10 mins 5x weekly	5-10 mins 5x weekly	5-10 mins 5x weekly	5-10 mins 5x weekly
Spelling	CUSP Spelling linked to teaching in class	CUSP Spelling linked to teaching in class	CUSP Spelling linked to teaching in class	CUSP Spelling linked to teaching in class
Maths	1x fluency activity (SUMDOG) Weekly times tables Total 15-20 mins per week	1x fluency activity (SUMDOG) Weekly times tables Total 15-20 mins per week	1x fluency activity (SUMDOG) Weekly times tables Total 25-30 mins per week	SATs Bootcamp revision guides Weekly times tables Total 25-30 mins per week

Appendix 2

Online Platforms used for homework at St George's Junior School

1 Letter -join



Letter-join is a handwriting programme that is used to support pupils with formation. Your child will get a printed page of spelling words on which they can practice their handwriting. For additional practice, visit:
https://www.letterjoin.co.uk/log -in.html
User: ak0647 Password: home. Then select your child's class.

2 Curriculum Visions



Curriculum Visions is a platform of digital books that support the national curriculum. These can be used in class or at home for extra reading around a topic.
www.curriculumvisions.com
User: stgeorges.junior
Password: sy38lu

3 SeeSaw

Work may be set on this platform, or additional support uploaded by your child's class teacher. You child may also post work that they have done in school, or can share pictures or other things that they have done at home.
https://seesaw.com/
Your child will have an individual login for this platform.



4 Sumdog



An online Mathematics platform that weekly times tables will be set for your child. There may also be additional work on there, or the opportunity to practice different areas of Maths.
https://www.sumdog.com
Your child will have an individual login for this platform.

5 SATS Bootcamp (Year 6 only)



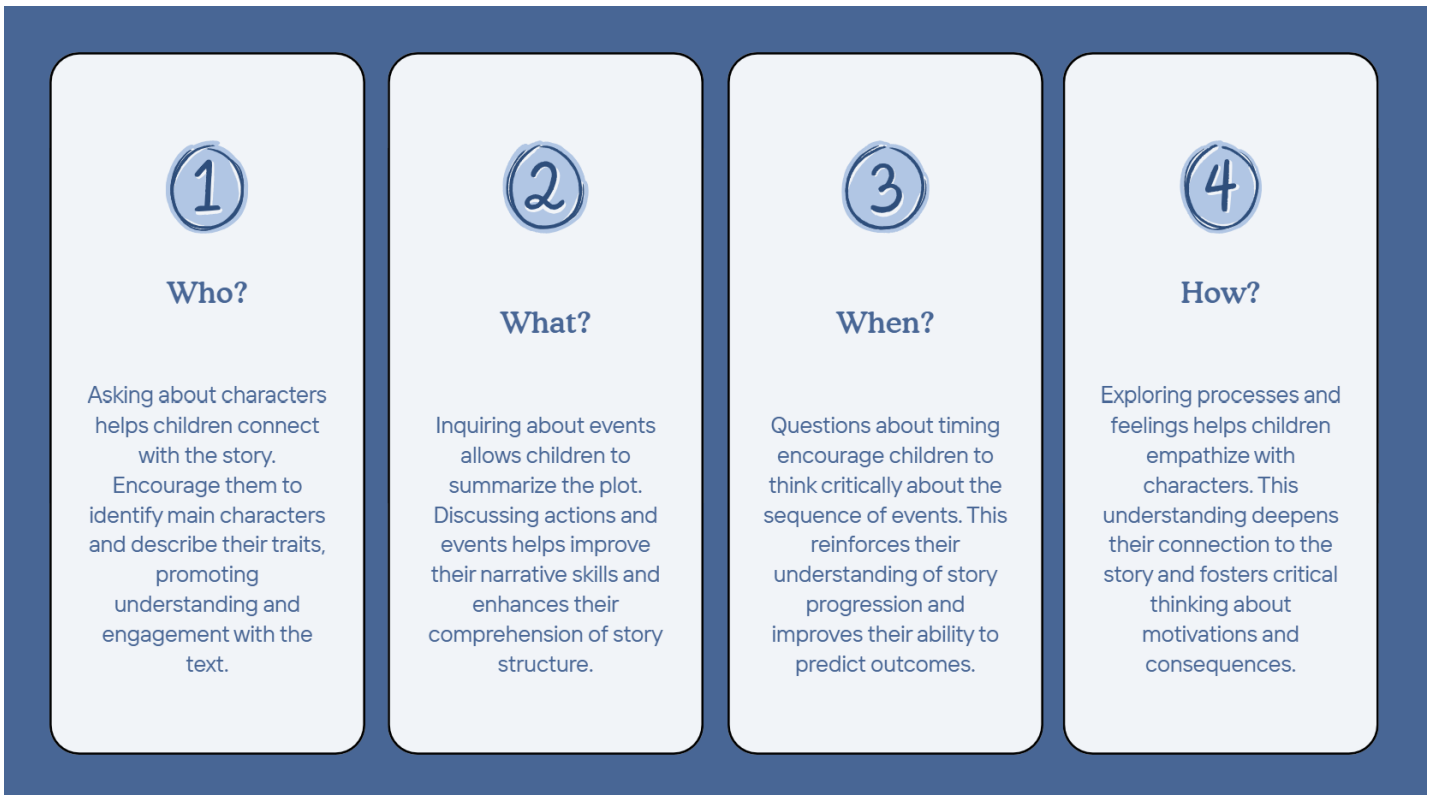
SATS bootcamp is a platform that allows for practice of Y6 Maths skills and targeted revision.
https://www.yearsix.co.uk/sats-boot-camp/
Your child will have an individual login for this platform.

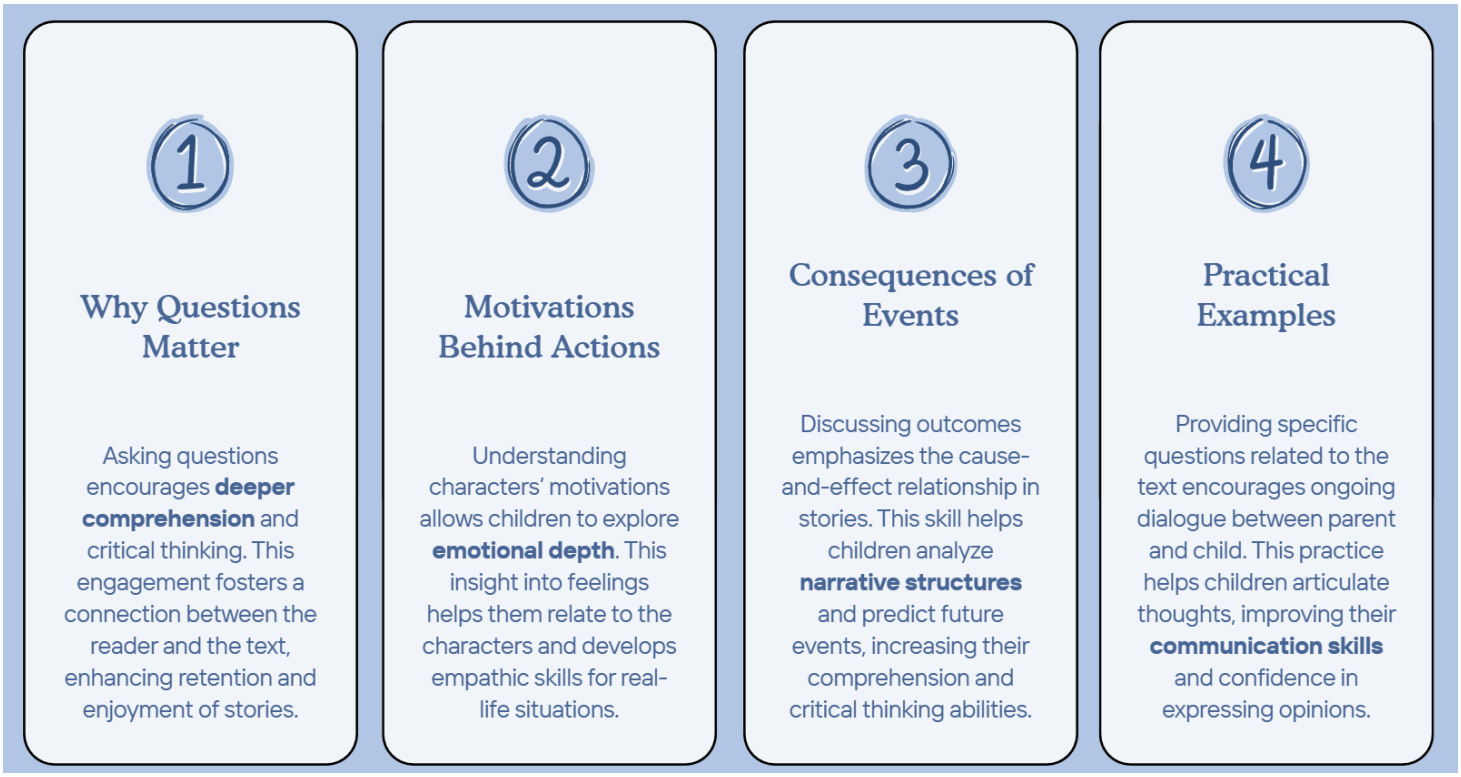
6 Other Platforms



It may be that your child has additional work set for a specific, targeted need. If this is the case, this will be discussed with you by your child's class teacher. Other platforms that you may be directed to are:
https://ttrockstars.com/ for times tables practice. Or
https://appuk.idlsgroup.com/#/login for phonics, reading and spelling support. Your child will have an individual login for these platforms.

Appendix 3


1
Who?
Asking about characters helps children connect with the story. Encourage them to identify main characters and describe their traits, promoting understanding and engagement with the text.
2
What?
Inquiring about events allows children to summarize the plot. Discussing actions and events helps improve their narrative skills and enhances their comprehension of story structure.
3
When?
Questions about timing encourage children to think critically about the sequence of events. This reinforces their understanding of story progression and improves their ability to predict outcomes.
4
How?
Exploring processes and feelings helps children empathize with characters. This understanding deepens their connection to the story and fosters critical thinking about motivations and consequences.


1
Why Questions Matter
Asking questions encourages **deeper comprehension** and critical thinking. This engagement fosters a connection between the reader and the text, enhancing retention and enjoyment of stories.
2
Motivations Behind Actions
Understanding characters' motivations allows children to explore **emotional depth**. This insight into feelings helps them relate to the characters and develops empathic skills for real-life situations.
3
Consequences of Events
Discussing outcomes emphasizes the cause-and-effect relationship in stories. This skill helps children analyze **narrative structures** and predict future events, increasing their comprehension and critical thinking abilities.
4
Practical Examples
Providing specific questions related to the text encourages ongoing dialogue between parent and child. This practice helps children articulate thoughts, improving their **communication skills** and confidence in expressing opinions.

Appendix 4

Homework Overview

Link

Sats Bootcamp explainer videos

Year 5

Year 6

Worked examples of calculations

Calculation Policy