



Junior School Homework Policy

Diversity, Equality & Inclusivity Statement:

The commitment to diversity, equality, and inclusivity is at the heart of our values at Austin Friars. Equality means creating an environment where pupils have the chance to achieve their full potential, free from barriers, prejudice, and discrimination. Inclusion is about recognising that each pupil is unique and that their needs can be met in different ways. Diversity means recognising, respecting, and celebrating the added value that differences bring. Our unwavering dedication to our school values – Truth, Love and Unity - is how we fulfil our mission at Austin Friars. It is through our commitment to diversity, equality, and inclusivity that our pupils are empowered to be authentic and succeed.

This policy is applicable to all pupils, including those in Kindergarten

Introduction

At Austin Friars, we see home learning as a vital part of the educational journey. It helps children consolidate their knowledge, develop independence and take ownership of their learning. Regular tasks are set across all year groups in a way that is manageable and impactful.

We believe in a strong partnership between home and school. Home learning enables parents and carers to stay informed and involved in their child's progress, while encouraging children to develop self-discipline and lifelong learning habits.

The Purpose of Home Learning at Austin Friars:

- Reinforces and consolidates skills taught in class.
- Builds self-discipline and responsibility.
- Promotes independent learning.
- Offers teachers a way to personalise support and extension.
- Strengthens the connection between home and school.
- Prepares students for future education and the workplace.

Our Commitment:

- Tasks are set regularly and appropriately for each year group.
- We ensure the amount of home learning is reasonable and purposeful.
- We value parents/carers as key partners in supporting children's success.

Year Group Guidelines

Home learning activities can be categorised as either expected, and must be completed within the time frame specified, or optional, and do not have to be completed. Most activities are expected, but we strongly recommend that your child completes any optional activities, too.



AUSTIN FRIARS

Kindergarten	<p><u>Expected:</u></p> <ul style="list-style-type: none"> To read their book each night. To practice their sounds and learn their 'Tricky Words'. <p><u>Optional:</u></p> <ul style="list-style-type: none"> To work through modules in Reading Eggs, Maths Seeds and Mathletics. 																																				
Transition	<p><u>Expected:</u> To read every day at home.</p> <p><u>Optional:</u> To complete some Mathletics modules, or games on BBC Bitesize KS1 sections. (There are lots of topic subjects on here.)</p>																																				
Preparatory	<p><u>Expected:</u></p> <ul style="list-style-type: none"> To read each night. <p><u>Optional:</u></p> <ul style="list-style-type: none"> To complete some Mathletics modules. To complete any written homework tasks when given out. 																																				
Junior 1	<p><u>J1 Michaelmas Homework Timetable</u></p> <table border="1" data-bbox="323 1081 1473 1339"> <thead> <tr> <th>Day</th> <th>Subject</th> <th>Due</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>Maths</td> <td>Friday</td> </tr> <tr> <td>Tuesday</td> <td>----</td> <td>----</td> </tr> <tr> <td>Wednesday</td> <td>----</td> <td>----</td> </tr> <tr> <td>Thursday</td> <td>Science</td> <td>The following Tuesday</td> </tr> <tr> <td>Friday</td> <td>English</td> <td>The following Wednesday</td> </tr> </tbody> </table> <p>Daily: Reading</p> <p>At least 3x per week: Times Table Rock Stars (5-10mins)</p> <p><u>J1 Spring & Summer Homework Timetable</u></p> <table border="1" data-bbox="323 1641 1473 1933"> <thead> <tr> <th>Day</th> <th>Subject</th> <th>Due</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>Maths</td> <td>Friday</td> </tr> <tr> <td>Tuesday</td> <td>----</td> <td>----</td> </tr> <tr> <td>Wednesday</td> <td>Foundation Subject (e.g. history, RE, geography)</td> <td>The following Monday</td> </tr> <tr> <td>Thursday</td> <td>Science</td> <td>The following Tuesday</td> </tr> <tr> <td>Friday</td> <td>English</td> <td>The following Wednesday</td> </tr> </tbody> </table> <p>Daily: Reading</p>	Day	Subject	Due	Monday	Maths	Friday	Tuesday	----	----	Wednesday	----	----	Thursday	Science	The following Tuesday	Friday	English	The following Wednesday	Day	Subject	Due	Monday	Maths	Friday	Tuesday	----	----	Wednesday	Foundation Subject (e.g. history, RE, geography)	The following Monday	Thursday	Science	The following Tuesday	Friday	English	The following Wednesday
Day	Subject	Due																																			
Monday	Maths	Friday																																			
Tuesday	----	----																																			
Wednesday	----	----																																			
Thursday	Science	The following Tuesday																																			
Friday	English	The following Wednesday																																			
Day	Subject	Due																																			
Monday	Maths	Friday																																			
Tuesday	----	----																																			
Wednesday	Foundation Subject (e.g. history, RE, geography)	The following Monday																																			
Thursday	Science	The following Tuesday																																			
Friday	English	The following Wednesday																																			



AUSTIN FRIARS

	<p>At least 3x per week: Times Table Rock Stars (5-10mins)</p>
<p>Junior 2</p>	<p><u>Expected:</u> Children are expected to read as often as they can with an adult each week. Time to update Reading Records will be allocated on Monday. Children's homework throughout the week will consist of:</p> <ul style="list-style-type: none"> • English (often linked with class topic or class reader) • Maths • Science <p>Pupils will also receive topic-based research throughout the year.</p> <p><u>Optional:</u> Children can access Times Tables Rock Stars and Mathletics throughout the week at their leisure.</p>
<p>Junior 3</p>	<p><u>Expected:</u> Children are expected to read as often (minimum of 4 times a week for 15 minutes a time) as they can with an adult. Time to update Reading Records will be allocated on Monday during the comprehension lesson. Children's homework throughout the week will consist of short tasks in:</p> <ul style="list-style-type: none"> • English • Maths • Science <p>Children will also receive topic-based research or independent learning tasks throughout the year.</p> <p>At certain times of the year song words for music and drama performances will be practiced</p> <p><u>Optional:</u> Children can access Times Tables Rock Stars and Mathletics to enhance their learning journey.</p>
<p>Junior 4</p>	<p><u>Expected:</u></p> <ul style="list-style-type: none"> • Children are expected to read up to 3 times per week with an adult for a period of at least 20 minutes. • Children's homework throughout the week will consist of <ul style="list-style-type: none"> - Maths - English - Science - History - Geography <p>Pupils may also receive Drama, Computing and Music throughout the year</p> <p><u>Optional:</u></p> <ul style="list-style-type: none"> • At the beginning of the academic year, the children will be given a Times Tables Rockstars login. Their class teacher will ensure they have access to appropriate times tables. • Pupils are also given access to Century where they can complete tasks in Maths, English and Science.

Children with Additional Needs



AUSTIN FRIARS

At Austin Friars, we recognise that some children may require home learning activities to be adapted to suit their individual needs. Teachers use their professional judgement to ensure that tasks are accessible, appropriate, and meaningful.

If parents/carers have any concerns or feel that a task is not suitable, we encourage them to contact their child's class teacher directly so we can work together to support the child effectively.

Equal Opportunities

We are committed to ensuring that all children have equal access to the curriculum, including home learning. Teachers plan holistically and make reasonable adjustments to accommodate individual needs and circumstances. Austin Friars fosters a positive and inclusive learning environment where all children are treated with respect and dignity, free from all forms of discrimination, and supported in reaching their full potential.

Celebrating Achievements

At Austin Friars, we celebrate all forms of achievement — both in and out of the classroom. We recognise that many children take part in extracurricular activities, such as sports outside of school hours.

We warmly encourage parents/carers and children to share these accomplishments with class teachers so that they can be acknowledged and celebrated within class or during celebration assembly.

Screen Time and Digital Learning

As part of our home learning provision, we are committed to ensuring that screen-based activities are used meaningfully and proportionately, with a strong focus on safeguarding, wellbeing, and developmentally appropriate practice.

- **Balanced Approach:** In line with Department for Education (DfE) expectations and child development guidance, screen time for home learning is kept to age-appropriate limits. We aim for no more than:
 - **30 minutes per day** of screen-based tasks for Key Stage 1 pupils
 - **Up to 1 hour per day** for Key Stage 2 pupilsThese timeframes include video input, interactive tasks, or online platforms.
- **Safeguarding and Wellbeing:** In accordance with *Keeping Children Safe in Education (KCSIE)*, we recognise the importance of protecting children from the potential risks of excessive screen time, including online safety risks. Parents and carers are encouraged to supervise online activity and ensure children take regular screen breaks.
- **Diverse Learning Tasks:** Our home learning includes a mix of online and offline tasks to reduce sedentary behaviour and support different learning styles. This may include reading, physical activity, creative work, and practical problem-solving.
- **Platform Use:** Where digital platforms (e.g., Google Classroom, Seesaw) are used, they are designed to support—not replace—personal interaction, creativity, and independent learning. Staff remain mindful of workload and screen time impact when setting tasks.
- **Parental Support:** Parents are provided with guidance on managing screen time, creating healthy routines, and ensuring children use devices safely and responsibly.

This policy reflects current best practice and supports our broader aim of fostering resilient, healthy, and independent learners.

[Hyperlink to ICT Policy](#)



AUSTIN FRIARS