Homework Policy

for Hertsmere Jewish Primary School

Reviewed by: Mr Bright

Reviewed on: September 2026

Date of Next Review: September 2027

Aims of the Policy

- To develop an effective partnership between the school and parents.
- To ensure consistency of approach throughout the school.
- To ensure progression towards independence and individual responsibility.
- To ensure the needs of the individual are considered and that they are appropriate skills, yet offer challenge and interest.
- Ensure that parents have a clear understanding about expectations from themselves and the pupils.
- Extend and support the child's learning through reinforcement and revision.
- Provide opportunities for parents and pupils to enjoy learning experiences together.
- To consolidate and reinforce skills and understanding, particularly in English, Maths and Jewish Studies.
- To exploit all resources for learning including those found at home.
- To encourage pupils to develop the confidence and self-discipline required for individual study.
- To develop time management skills as pupils progress through Key Stage 2.
- To prepare children for the demands of secondary school.

Content of the Homework given

Our Approach to Homework Our homework policy ensures that homework given is purposeful, manageable, and focused on core learning priorities. Our new approach supports children in developing key skills, while maintaining a healthy home-school balance.

Reading Homework

From Reception to Year 4 the focus is developing pupils reading fluency and comprehension. In order to ensure this takes place, pupils will be expected to read each night with parents and complete the reading record. This will work alongside reading in the classroom.

Spellings

From Year 2 onwards, children will receive weekly spellings in line with the spelling lesson and focus of the week. This will usually amount to 10 words. Within the spellings, teachers will also include common exception/curriculum words to ensure full coverage of the English curriculum.

Maths

Weekly Maths homework will begin in Year 3, with a focus on times tables each week. This will continue into Year 4 in preparation for the national times tables check in Year 4. Times tables homework may be a mixture of worksheets, online homework (TTRS), or practical tasks. In Years 5 & 6, Maths weekly tasks will be consolidation of topics learnt previously. Maths homework will either be a worksheet stuck into books, an online task or a practical task using mathematical knowledge.

English

In Year 5 & 6, children will be set a variety of weekly English tasks. These will either be given to the child and stuck into their homework book or may be completed online via Google Classroom.

Across the school, homework will be given out on a Friday and returned by Wednesday of the following week; to allow the class teacher time to provide feedback. During weeks where a Jewish holiday takes place, homework will not be set, however reading expectations remain and spellings will still be given out.

Jewish Studies - Hebrew Reading- Reception to Year 6

Hebrew reading is a vital foundation of our Jewish Studies curriculum. Accuracy and fluency are key skills that directly impact a child's confidence and participation in class. Hebrew reading comes up daily in tefillah, Chumash, and general JS lessons, so regular practice makes a meaningful difference.

We recommend 15 minutes of Hebrew reading per week, ideally broken into three short sessions of 5 minutes. This consistent exposure helps build and retain fluency without overwhelming children or families.

Homework will be accompanied by a transliteration (unless your child is already a fluent Hebrew reader) to support parents at home, regardless of their own Hebrew background.

Children who regularly complete their Hebrew reading homework often show significantly more confidence and progress in class — your support at home truly makes a difference.

Time Allocations for Homework at HJPS	Secular	JS
Reception	Approximately 10 minutes per day practise phonics (pencil cases) introduced in class Practise reading 'tricky' words Supported reading of books where introduced	Weekly Aleph-Bet letter practice
Year 1	Supported daily reading 5-10 mins Phase 5 phonics with weekly spelling	Hebrew reading sheet (1 x per week)
Year 2	Daily reading 5-10 mins Spelling	Hebrew reading sheet (1 x per week)

Year 3	Independent daily reading (fiction and non-fiction) 10 mins daily Weekly spelling. Times tables task – set on Friday	Hebrew reading sheet (1 x per week)
Year 4	Independent daily reading (fiction and non-fiction) 10 minutes daily Weekly spelling. Times tables task – set on Friday	Hebrew reading sheet (1 x per week)
Year 5	Independent daily reading (fiction and non-fiction) 10 minutes daily Weekly spelling Maths 30 mins weekly English 30 mins weekly	Hebrew reading sheet (1 x per week)
Year 6	Independent daily reading (fiction and non-fiction) 15 minutes Weekly spelling. Maths 40 mins weekly English 40 mins weekly (CGP revision books from Spring term).	Hebrew reading sheet (1 x per week)

Note - not all subjects may be given or given for the times stated. This may be to allow for the opportunity for extended tasks to take place over a longer period of time. The overall time expectation, however, will be the same.
Parents are encouraged to give teachers any useful feedback. This may include:
• Notes in the reading record books.
• Contact via the class email.

Parents are requested **not** to write directly into their child's exercise book except to sign when requested.

The Role of Teachers

- Teachers are to have homework approved by the Assistant Headteachers. Homework should be linked to existing work - to consolidate in school learning. Teachers are to ensure that homework is prepared, differentiated (where appropriate) and given to the children on the agreed day of the week, to be stuck into their homework book.
- Teachers should explain the homework to the class, along with expectations of what they should produce.

- Homework (that is handed in on time) should be marked in accordance with the school marking policy by the time new homework is given out.
- To include in a weekly blog (posted on Google Classroom) details of the homework for the week.
- Homework that is not handed in more than 3 times, the teacher will contact parents/guardians to inform them of this

The Role of Parents

- It is appreciated that parents play a crucial role and wish to work with the school to support the progress of their children. Parents are encouraged to contact their child's Class/JS Teacher if their child is experiencing any difficulties. Parents are asked to provide a suitable place in which homework can be completed, whether working alone or with an adult. It is essential that parents make it clear to their children that they value homework and are willing to support the school in its approach.
- Should the parent choose for the child to abstain; this will be discussed with SLT and a decision will be made to support the family. If a child needs time in school to complete the work, then opportunities will be created to facilitate this.
- Whilst parents are encouraged to support their child, it is important to stress that most regular 'formal' exercises should be done without parental assistance. Class/JS Teachers are explicit with instructions, but parents are asked to consult them if unsure.

Guidance for Parents

- Encourage children to take increasing responsibility for learning and organisation – it is important to help children build resilience.
- Sign your child's reading record when your child has completed their allocated reading
- The child is struggling with homework, or it is taking to long, please inform and discuss with the class teacher.
- Observe and acknowledge children's success and ask how class and homework is progressing.
- Help children to set aside a regular daily session to read and complete tasks.
- Allow your child to express fully his/her enthusiasm for Jewish life and his/her commitment to it.
- Look for opportunities to participate with your child in Jewish communal life.
- Set a good example to children e.g. by showing interest, discussing and reading themselves - this may involve turning the TV off!
- Help by discussing key questions or directing children to resources. It is better to encourage children to complete homework by themselves.
- Help children to balance the amount of time spent doing homework, watching TV, playing computer games, after school clubs and other recreational activities.
- Check whether work has been recorded accurately in the Hebrew Reading Record Book and sign when requested.

- Write a note in the Hebrew Reading Record Book if there have been any problems and record the time spent by the child on the task.
- Read children's work and check responses to the work set.
- Try to take children out to places of interest that will enrich the learning going on in school particularly in areas of science and the humanities.
- Join a local library and encourage good reading habits.