**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



 Homework Policy

Reviewed by Governing Body and staff

December 2021

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn, grow******and walk in the footsteps of Jesus.***

In consequence of our school mission it is a fundamental aim of St. Julie’s to be an inclusive school. To be a school which:-

* Has a sense of community
* Provides equal opportunities
* Offers partnership between school parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all members of the school community
* Its members show respect for themselves and each other
* Is a caring community.

We define an inclusive school as one where…

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
* All members of the school community are given the opportunity and support to achieve their true potential,
* All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and

Everyone feels empowered to play a full an effective role in the school.

## **Statement of intent**

St Julie Catholic Primary School is a vibrant, enthusiastic, forward thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives such as: cooking, learning to ride a bike, join a choir or learn a musical instrument, being an active member of a sports or dance club or youth organisation like Beavers/Cubs or Brownies, playing games, building models, going swimming, painting and crafts, carrying out science experiments at home, completing jigsaws, visiting galleries, museums, places of interest and local libraries. Achievements in extra-curricular activities are rewarded in school and through participation in Children’s University – details of which can be found on the school website. We will give careful consideration to ensuring homework is well-balanced across the school.

**Aims**

This policy aims to:

* Develop a consistent approach to homework throughout the school.
* Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
* Ensure that parents understand what is expected of their child.
* Encourage pupils to develop the responsibility and self-discipline required for independent study.
* Embed knowledge and support pupils’ learning experiences via revision and reinforcement.
* Work with parents and involve them in their child’s learning, and to keep them informed about the work their child is undertaking.
* Use homework as a tool for raising standards of attainment.
* Extend learning beyond the classroom.
* Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

# Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

* DfE (2019) ‘Ways to reduce workload in your school(s)’
* Ofsted (2019) ‘School inspection handbook’
* Ofsted (2019) ‘School inspection handbook – section 8’

This policy operates in conjunction with the following school policies:

* Assessment Policy
* Teaching and Learning Policy
* Home School Agreement
* Behaviour Policy

#  Responsibilities

The headteacher and governing board are responsible for:

* Frequently checking the policy’s compliance with statutory and good practice requirements.
* Monitoring the effectiveness of this policy.
* Reviewing the policy every two years and making appropriate updates as required.
* Discussing with staff the extent to which this policy is being implemented.
* Meeting with parents as appropriate.
* Providing parents with information about homework.
* Informing new parents about the Homework Policy.

Teachers are responsible for:

* Planning and setting up a regular programme of homework for pupils.
* Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
* Ensuring all homework is purposeful and links directly to the curriculum.
* Setting homework that is appropriate to pupils’ abilities.
* Monitoring homework regularly and making sure pupils are completing it.
* Giving feedback to pupils regarding their homework.
* Communicating with parents if there is a problem regarding homework.
* Being available to parents and pupils for a discussion about homework.
* Setting homework that is consistent across classes.
* Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
* Rewarding quality work and praising pupils who regularly complete homework.

Parents are responsible for:

* Supporting and encouraging their child with regards to completing homework.
* Becoming involved in their child’s homework and encouraging their child to have a positive attitude towards it.
* Making sure that their child completes homework to a high standard and on time.
* Providing suitable conditions and resources for their child to complete homework.
* Praising their child and celebrating achievements with regards to their homework.
* Informing teachers of any issues that may arise and co-operating with the school to find a solution.
* Keeping the school informed of any change in circumstances which may affect their child’s learning and ability to complete homework effectively.
* Encouraging their child to discuss homework and feedback from teachers.

Pupils are responsible for:

* Taking responsibility for their own learning and submitting completed work in a timely manner.
* Having a positive approach towards homework.
* Putting the same effort into homework as class work.
* Making sure they understand the tasks that have been set and seeking clarification if required.
* Ensuring that they have everything they need to complete homework and returning to school all books/stationery needed to complete their homework.
* Taking pride in the presentation and content of their homework and performing to the best of their abilities.

# Our approach to homework

* Homework is uploaded to an online platform where pupils and parents can view homework tasks – reducing printing costs and the number of lost homework sheets. However if this online learning cannot be accessed, paper copies of homework are available on request
* Teachers explain the school’s approach to homework to parents at the reading meeting at the beginning of the academic year.
* The class pages on the website informs parents about the main topics and units of work being covered.
* Pupils receive homework on a weekly basis
* Pupils’ weekly homework activity is designed to take around 45 minutes – 2 hours, depending on the age of the pupil.
* Parents are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child’s teacher. Feedback from parents about their child’s homework is also welcomed by the school.
* The amount of homework set for pupils increases as they progress through their education.
* Teachers may occasionally set extra homework for the whole class if they deem it beneficial.
* The table below shows expected homework. Tasks may be set in addition to the below activities.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Group** | **Homework** | **Maximum time** | **Total/week** |
| EYFS | * Reading each night either Floppy Phonic book, Reading for Pleasure book or bug club
* Helpful words practice
* Phonics
 | 5 minutes/night10 minutes10 minutes | 45 minutes |
| 1 | * Reading each night either Floppy Phonic book, Reading for Pleasure book or bug club
* Helpful words practice/phonics
* Number bonds work
* Literacy/numeracy – 1 piece each week
 | 5 minutes/night10 minutes10 minutes10 minutes | 55 minutes |
| 2 | * Reading each night either Floppy Phonic book, Reading for Pleasure book or bug club
* Helpful words practice/phonics
* Number bonds work
* Literacy/numeracy – 1 piece each week
 | 5 minutes/night10 minutes10 minutes15 minutes | 1 hour |
| 3 | * Reading each night either banded book, free choice book or bug club
* Spellings or times tables – 5 minutes each day
* Literacy/numeracy – 1 piece each week
 | 10 minutes/night25 minutes10 minutes | 1 hour 25 minutes |
| 4 | * Reading each night either banded book, free choice book or bug club
* Spellings or times tables – 5 minutes each day
* Literacy/numeracy – 1 piece each week
 | 10 minutes/night25 minutes15 minutes | 1 hour 30 minutes |
| 5 | * Reading each night either banded book, free choice book or bug club
* Spellings – 5 minutes each day
* Literacy – 1 piece each week
* Numeracy – 1 piece each week
 | 10 minutes/night25 minutes20 minutes20 minutes | 1 hour 45 minutes |
| 6 | * Reading each night either banded book, free choice book or bug club
* Spellings – 5 minutes each day
* Literacy – 1 piece each week
* Numeracy – 1 piece each week
 | 10 minutes/night25 minutes25 minutes20 minutes | 2 hours  |

# Pupils with SEND

1. A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil’s parents and the SENCO.
2. The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their individual education plans.
3. While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, it is important that they also complete as much standard homework as possible.

# Equal Opportunities

1. The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background.
2. All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

# Monitoring and review

1. This policy is reviewed every two years by the headteacher.
2. The scheduled review date for this policy is September 2023.