



HOMEWORK POLICY

MISSION STATEMENT

Our Parish School of Our Lady of Lourdes welcomes everyone in the community, to share with us the joys of our Catholic Faith. We worship, learn and play together in the love of Jesus, helping one another to become the people God has created us to be.

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

Policy approved by Governing Body on:	30 th September 2024
Date of next review:	30 th September 2027

1. Statement of intent

Homework is any work or activity that pupils are asked to do outside lesson time. Homework should be understood by pupils and parents, and not be seen as an onerous task.

Children are encouraged to establish good homework habits from the beginning of their school life. The main focus of homework will be Maths and English, with occasional tasks to extend and enhance learning across the curriculum.

We are aware that pupils have opportunities and experiences outside school that are equally important in developing and enriching their lives. We therefore give careful consideration to balancing homework time across the school.

2. Aims

2.1 The homework 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 regard to homework.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use homework as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

2.2 The purpose of homework is:

- To encourage pupils to develop the confidence and self-discipline to work on their own.
- To consolidate, reinforce and extend learning that has taken place in school.
- To consolidate the development of skills and understanding.

- To extend school learning, for example through additional reading.
- To provide opportunities for research and creativity.
- To support revision and preparation for relevant assessments.
- To support the home school relationship.

Homework tasks will vary in form and content depending on a number of factors including the subject and the age of the pupil.

3. Responsibilities

3.1 The role of the Headteacher and Governing Body is to:

- Monitor the effectiveness of the policy.
- Review the policy and make appropriate updates as required.
- Support parents with information about homework.

3.2 The role of the teacher is to:

- Plan and set up a regular programme of homework for pupils and communicate this with pupils and parents/carers.
- Ensure that homework is posted routinely onto the school's on-line system for both pupils and parents to access. This is Microsoft Teams and Tapestry (Reception class).
- Provide an explanation of homework tasks and ensure pupils and parents/carers understand what they have to do.
- Ensure all homework given is purposeful and links directly to the curriculum.
- Set homework that is appropriate to the child's ability.
- Monitor homework regularly and make sure pupils are completing it to an appropriate standard.
- Give feedback to pupils as appropriate.
- Communicate with parents if there is a problem regarding homework.
- Be available for discussion, if necessary, to parents and pupils about homework.
- Ensure homework takes equal opportunities into account and that the needs of pupils with additional needs and disabilities are considered.
- Where appropriate, reward quality work and praise children who regularly complete homework.

3.3 The role of parents/carers is to:

- Support their child in completing homework and handing it on online.
- Check and monitor their child's Microsoft Teams or Tapestry account regularly.
- Become involved in their child's homework and encourage their child to have a positive attitude towards it.
- Support their children in completing homework to the best of their ability, to the right standard and to the deadlines that have been set.
- Provide suitable conditions and resources for their child to complete homework.
- Praise their child and celebrate achievements with regard to their homework.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and homework.

3.4 The role of pupils is to:

- Take responsibility for their own learning and submit completed work in a timely manner.
- Have a positive approach towards homework.
- Put the same effort into homework as would be expected of classwork.
- Make sure they understand the tasks that have been set and seek clarification if required.
- Ensure that they have everything they need to complete homework.
- Take pride in the presentation and content of their homework and perform to a high personal standard.

4. Homework Duration Guidance

Homework should extend and enrich school-based learning and the duration of tasks should be age and ability appropriate. Therefore, the completion of such tasks should be achievable in an appropriate timeframe.

The time devoted to homework should increase as the pupil progresses through the school.

Homework will involve some or all of the following activities:

- Reading: independent, shared or paired reading, with possible activities to reinforce comprehension and understanding of texts as children progress through school.
- Spellings and vocabulary extension: learning sounds and spellings; activities to apply spelling rules and patterns to extended tasks.
- Research into an aspect of the curriculum as preparation for, extension to, consolidation of or follow up to work carried out in class.
- Learning number facts and practice of calculation, including problem solving (multiplication tables, number bonds, etc..).
- Written assignments in English and Maths.
- Handwriting
- Other tasks to extend work done in class, including topic-based work.

The table below shows homework examples and is a guide. **Daily reading is encouraged in all year groups** and tasks may be set in addition to the activities outlined.

Homework Expectations Guide

Class	Reading	Homework
R	Daily sharing of a book	As directed by teacher
1	10 mins at least 4X a week	20/30 mins per week
2	Daily 10 mins reading	30 mins per week
3	Daily 15 mins reading	30/40 mins per week
4	Daily 15 mins reading	40 mins per week
5	Daily 15 mins reading	40/50 mins per week
6	Daily 20 mins reading	1hr/1hr 15 mins per week

The majority of homework tasks will be set on Teams or Tapestry (for reception class) and work should be ‘handed in’ online, via these platforms. We no longer collect in paper copies of homework; teachers can view and monitor the children’s homework online. There may be occasional homework tasks that need to be physically handed in but this will be made clear when teachers set the tasks.

5. Equal Opportunities

Governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. Teachers will liaise with parents/carers, where necessary, to ensure specific learning needs, relating to homework, are considered.