



## **Sacred Heart Catholic School**

### **Homework Policy**

#### **Mission Statement**

We live and learn in faith and love for the Lord.



#### **Statement of intent:**

Sacred Heart is a vibrant, enthusiastic, forward thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe homework is an important way of establishing a successful link between home and school.

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 and skills developed.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will ensure 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/guardians 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/guardians 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.

#### **1. Legal framework**

1.1. 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 - School inspection handbook.

1.2. This policy operates in conjunction with the following school policies:

- Assessment Policy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Behaviour Policy

## **2. Responsibilities**

2.1. The Executive Principal and Local 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.

2.2. Heads of School are responsible for:

- Ensuring all members of staff in school are aware of the school's Homework Policy.
- Monitoring the effectiveness of this policy and reporting their findings back to the Executive Principal.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

2.3. Teachers are responsible for:

- Planning and setting 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.
- Marking homework and giving feedback to pupils.
- 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 SEN and disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

#### 2.4. Parents/guardians 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.
- 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.

#### 2.5. 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.

### 3. Our approach to homework

3.1. The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, homework set is realistic and manageable.

3.2. Where possible, homework will be set **using online platforms and programmes such as mymaths.**

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed.

Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised always to supervise their child's access to the Internet. The use of ICT is also encouraged at Sacred Heart in order to reduce the use of paper and copying costs therefore as environmentally friendly as possible.



- 3.3. Teachers explain the school's approach to homework to parents at the parents' **briefing** evening in September.
- 3.4. Every term, each year group is informed of what is expected of them with regards to homework.
- 3.5. Pupils use homework books or worksheets to take home.
- 3.6. Pupils receive homework on a weekly basis.
- 3.7. Pupils receive feedback on their homework – this may be written or oral.
- 3.8. The amount of homework set for pupils increases as they progress through their education.
- 3.9. Teachers may occasionally set extra homework for the whole class if they deem it beneficial.
- 3.10. Below shows expected homework. Tasks may be set in addition to the below activities.

### **Foundation Year**

Foundation – Homework is based mainly on reading activities with the main focus on phonics. Children receive **phonic work** to reinforce school work until all 42 sounds are covered. They are given a reading book/ditty books which may include high frequency words to share and practise each week.

**Links to lessons are also available on school newsletters for parents/guardians to access.**

### **Year 1 and Year 2**

Children in Year 1 and Year 2 should spend approximately one hour per week on homework which includes reading with an adult and activities that support curriculum coverage in **school including RWI phonics**.

### **Year 3 and Year 4**

Children in Year 3 and Year 4 should spend approximately 1 hour and 30 minutes per week on English – reading daily, writing activities and spelling development. Maths and other topic related work may also be set.

### **Year 5 and Year 6**

Children in Year 5 and Year 6 should spend approximately 30 minutes per night on a range of activities across all aspects of the curriculum including reading daily.

All children from Foundation upwards will be given a reading record which staff, parents, carers and children can record the books they have read and note any comments regarding their reading; parents are asked to acknowledge that they have heard their child read.

**Foundation, Year 1 and Year 2** may also have vocabulary words and sounds to be learnt based on RWI phonics or key reading activities linked to learning.

## **4. Absences**

- 4.1. If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.
- 4.2. There may be exceptions to 4.2 and the classroom teacher will decide whether homework should be set on a case-by-case basis.



4.3. If a pupil is absent for a long period of time, e.g. with a broken arm, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

4.4 If a pupil is absent due to coronavirus and is well enough to do work, parents/guardians can collect work from school for the time the pupil is in isolation.

## **5. Marking homework**

5.1 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

## **6. Pupils with SEND**

6.1. A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENDCO.

6.2. The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their individual targets.

6.3. To engage all pupils, tasks set may be adapted to suit different learning styles.

## **7. Equal Opportunities**

7.1. 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.

7.2. All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

## **8. Monitoring and review**

8.1. This policy is reviewed every two years by the headteacher.

8.2. The scheduled review date for this policy is date March 2024

**Policy reviewed:** February 2023