

St John Fisher Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



Homework Policy

Policy Date: 18/11/2023			
Policy Review Date:	18/11/2025	Anthony Gallagher	
Ratified by Governing Body:		Helen Ladkin	

Our Mission Statement is:

'Follow me, I will make you fishers of men'

At Saint John Fisher we grow as one grateful family, in knowledge, friendship, faith and love. LOVE, LOVE

At St John Fisher Catholic Voluntary Academy, the growth and development of the whole child is considered paramount, as human life is a blend of the spiritual, the physical and the intellectual.

We believe prayer, worship and liturgy should be valued experiences which are an integral part of the daily life of the school.

It aims to provide a curriculum which meets the educational needs and enhances the growth of the child within its full Christian development.

1. Introduction

St John Fisher Catholic Voluntary Academy has always valued homework as a useful means of extending learning beyond the normal school day. At the same time, we value homework as a means of involving parents and carers in their child's education.

2. Homework - a Definition

Homework is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

It encompasses formal written work, the learning of spellings or tables, the sharing and reading of books and practical investigative work.

3. The Purpose of Homework

The school regards the purpose of homework as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school. Homework will therefore be an important feature of the school's Home-School Agreement;
- consolidate and reinforce skills and understanding, particularly in literacy and numeracy;
- exploit resources for learning, of all kinds, at home;

- extend school learning, for example through additional reading;
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and to prepare them for the requirements of secondary school.

4. The Aims of the Policy

Through this policy we aim to:

- ensure consistency of approach throughout the school;
- ensure progression towards independence and individual responsibility;
- ensure the needs of the individual pupil are taken into account;
- ensure parents/guardians have a clear understanding about expectations from themselves and the pupil;
- improve the quality of learning experience offered to pupils;
- extend and support the learning experience via reinforcement and revision;
- provide opportunities for parents, pupils and school to work in partnership;
- provide opportunities for parents and pupils to work together to enjoy learning experiences;
- encourage children to develop long term strategies for future needs;
- at Year 6, to prepare children for secondary transfer.

Sanctions

We encourage all children to complete the homework. We believe that it adds value to the children's learning and evidence would back up this claim.

We will not administer sanctions on children in EYFS/KS1 who have not completed homework.

For Golden Time, which is a reward and privilege, in KS2 on the last Friday of the month, if children have not completed their homework on the week of Golden

Time, they will be given the opportunity to spend 50% of Golden Time completing the overdue homework. Children will be reminded about this in advance.

5. Current Practice

At St John Fisher Catholic Voluntary Academy, all pupils are expected to complete homework tasks. The tasks and the time allowed varies according to the age of the child.

- From the time of entering the school at the age of 4, children and parents are encouraged to share books and recite nursery rhymes together. They are advised to talk about the book together. They are encouraged to recite counting rhymes and to count out objects together. ICT programmes – Education City and Reading Eggs have home access for all year groups.
- In Years 1 and 2 homework includes regular reading together. Pupils will take home sounds work and spellings to learn. They may have maths fluency tasks or RE work to do. ICT programmes – Education City, Times Tables Rockstars, and Purple Mash have home access for all year groups.
- In Years 3 - 6 the range of homework involves reading and Learning Project work. From time to time children may be required to carry out RE tasks involving the family. ICT programmes – Education City, Times Tables Rockstars, and Purple Mash have home access for all year groups.
- At Year 6, pupils, with the support of parents, are expected to revise from planned sheets or books for SATs.

Pupils are given a Homework book in which they work. There will be clear guidance given by the class teacher on the homework.

Homework will be graduated as the child progresses through the school.

Generally, homework will be given on the Friday and expected to be returned by Wednesday at the latest.

6. The Nature of Homework

The nature of homework will change as children get older.

For children in Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is a key objective.

Short activities of different kinds - simple games, learning spellings and number facts and reading together - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own.

By the time children reach Year 6 their homework programme will cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to homework as much as to other aspects, their transition to Year 7/ secondary school is as smooth as possible.

R.E. homework will be checked by the RE subject lead before it is sent out to parents to ensure it is inclusive and accessible for all.

Homework will be differentiated to take account of individual pupils needs and may include:

- consolidation of previous learning
- reading for pleasure
- opportunities for practise
- rapid recall
- written assignments

Homework will not, in general, be used to finish off work started in class.

The school believes a regular pattern is important, particularly for literacy and numeracy. It will endeavour to establish a familiar routine - particularly for older children, e.g. setting spellings on Mondays in readiness for the Friday test, consolidation of Phonics recently learnt and reading books based on sounds and high fluency success rate

See Appendix A for examples of homework which could be set – online and paper based.

7. Special Educational Needs

Setting the right type and amount of homework for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the SENDCO and parents. The purposes of homework outlined in this policy should apply equally to pupils with special educational needs. Whilst SEND children may benefit from special tasks separate from the homework set for other children in the class it is important that they should do as much in common with other children as possible. Homework tasks for SEND children should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied - and not purely written assignments;
- be manageable for teachers.

8. The Role of Parents and Carers in Supporting Pupils with Homework Activities

The school recognises that parents and carers have a key role to play in supporting pupils homework. The nature of this role will change as children get older. For much of their homework, particularly with younger children, parents and carers will be encouraged as far as possible to become actively involved in joint homework activities. Through the home-school agreement and other measures, parents will be encouraged to:

- provide a reasonably peaceful, suitable place in which pupils can do their homework - alone or, more often for younger children, together with an adult - or help pupils attend other places where homework can be done, such as homework clubs or study support centres;
- make it clear to pupils that they value homework, and support the school in explaining how it can help their learning;
- encourage pupils and praise them when they have completed homework

9. Feedback

The school recognises the importance of providing prompt and accurate feedback to pupils, parents and carers on how well homework tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of

methods will be used to provide feedback and these will vary according to the age of the pupil.

When the homework is online, feedback is automatically given by the programme and therefore marking by the teacher is not required. The class teacher will monitor the success and participation rate of the children and will use this to praise effort, attainment and use for informing future planning.

When the work is paper based in the children's homework book, teachers will give personalised feedback to the children. See Appendix B.

In younger year groups, there will be the opportunity for parents to feedback about how their child has progressed with the homework. See Appendix C.

10. The Planning and Co-ordination of Homework

The planning and co-ordination of homework is the responsibility of the class teacher.

11. Informing and Consulting Parents and Carers about the Homework Policy

The school will use the home-school agreement to inform parents and carers about the school's homework policy and secure their involvement. Parents' evenings will be used to promote this partnership and obtain feedback. Parents will be consulted about any significant changes to the policy that are being considered by the Governing Body.

A homework consultation took place in November 2023 which has informed changes to this policy.

12. Other Childhood Activities

The school does not believe that homework should get in the way of pupils' participation in other enriching activities such as sports, hobbies and visits.

As far as practically possible, the school will work with parents and carers to ensure that all pupils have the opportunity to participate in such activities.

For example, if there is a time where homework could not be completed by the child due to an extracurricular event or family event, notify the class teacher and this will be noted. The homework will not be carried over.

13. Term time homework

Children will be given basic homework activities (reading, maths fluency, limited online activities) over the term times e.g. half terms, Christmas/Easter/summer holidays. This is so that children can keep up or keep 'topped up' with learning and practise.

Longer pieces of homework will not be obligatory and are optional to complete. This will be made clear by the class teacher.

Optional homework over the term times may include:

- diary writing
- competitions
- online homework or revision guides
- research assignments
- science experiments

Year 6 may have obligatory homework in order for them to prepare and revise for their SATs examinations.

13. Reviewing and Evaluating the Policy

The headteacher will meet with staff to review and update the homework policy. Where significant changes to the policy are felt to be required, proposals will be presented to the governing body and parents consulted.

Appendix A – Examples of homework set

Appendix B – Examples of teacher feedback

Appendix C – Examples of parental feedback and teacher response (EYFS/KS1)