



St Sebastian's RC Primary School

Homework Policy

Names and Designation of Policy Author(s)	Mrs Doyle	Is this a Statutory Document?	
		No	
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Mission Statement

As we walk in the ways of the Lord, we will:

- Keep Christ at the heart of all we do.
- Love learning and grow our gifts and talents
- Make lasting memories full of joy
- Understand our special place in the family of God
- Open our arms in love to all
- Live life to the full

Statement of Intent

At St Sebastian's RC Primary School, we believe that carefully planned and purposeful homework makes a valuable contribution to pupils' learning, personal development and academic achievement. Homework provides opportunities for pupils to consolidate and extend the knowledge and skills acquired in school, while fostering independence, resilience and a positive attitude towards learning.

We are committed to ensuring that homework is meaningful, appropriately pitched and closely linked to learning taking place in the classroom. Through the provision of high-quality home learning opportunities, we aim to:

- Reinforce and consolidate key knowledge, skills and understanding taught in class.
- Promote independent learning and encourage pupils to take responsibility for their own progress.
- Develop positive study habits, organisation and effective time-management skills.
- Strengthen the partnership between home and school by enabling parents and carers to support their child's learning in a constructive and meaningful way.

As a Roman Catholic school, we recognise that parents and carers are the first educators of their children. We value the vital role they play in their child's education and are committed to working in partnership with families to support the spiritual, personal and academic development of every pupil, ensuring that all children are able to make good progress and achieve their full potential.

1. Legal framework

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

- DfE 'Ways to reduce workload in your school(s)'
- Ofsted 'School inspection handbook'
- Ofsted 'School monitoring handbook'

2. Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this 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 and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about the this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Teachers will be 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.
- 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.
- 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 will be 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.
- 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 will be 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 and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

3. The school's approach to homework

At St Sebastian's RC Primary School, we believe that effective homework is purposeful, manageable and closely linked to learning taking place in the classroom. Research and experience demonstrate that the impact of homework is determined by its quality and relevance rather than the amount set. Consequently, pupils are provided with short, focused activities that support the consolidation of key knowledge and skills, such as reading, practising number facts and revisiting important learning concepts.

To ensure equitable access to home learning opportunities, the school provides a Homework Club where pupils can complete homework in a supportive environment with access to appropriate resources and adult guidance.

Our aim is to ensure that homework is a positive, engaging and beneficial experience that complements classroom teaching and contributes to pupils' academic progress, independence and confidence as learners. The school's expectations and approach to homework will be shared with parents and carers during the annual Meet the Teacher meetings held each September.

The amount of homework set for pupils will increase as they progress through their education.

Teachers will occasionally set extra homework for the whole class if they deem it beneficial.

EYFS

A homework activity sheet is sent home at the beginning of each half-term via Tapestry. The homework contains a variety of activities based around the theme for the half term.

We ask parents to share homework on Tapestry or the children may bring in their homework to share in class.

EYFS staff will also upload weekly activities to Tapestry for parents to access and use to support their child's learning.

IN nursery, a book to share will be sent home each week for parents to read to their child each evening.

In Reception, phonics reading packs are sent home daily. These change weekly. We expect children to read for 5 minutes every evening. We ask parents to sign the reading record to show which pages have been read. Pupils should have their reading book (reading pack in KS1) in school every day as adults in school may read with them.

KS1 (Years 1 and 2)

Curriculum Topics and Religious Education

At the beginning of each half term, pupils will receive a homework activity sheet, which will also be published on the school website. The sheet contains a range of activities linked to the curriculum topics and Religious Education themes being studied during the half term. These activities are designed to encourage pupils to extend their learning beyond the classroom and engage with their studies in a creative and meaningful way.

Pupils may complete and return activities at any point during the half term.

Reading

In Key Stage 1, phonics reading packs are sent home daily and are updated weekly. Once pupils have completed the school's phonics programme, they will be provided with a reading book matched to their Zone of Proximal Development (ZPD), ensuring that texts are appropriately challenging and support continued progress in reading.

Pupils are expected to read for approximately 10 minutes each evening. In addition to their reading book or phonics pack, children will regularly select books from both the class library and the school library to promote a love of reading and encourage reading for pleasure. Library books are changed weekly.

Parents and carers are asked to sign their child's reading record to indicate that reading has taken place and to record the pages read. Pupils should bring their reading book or phonics reading pack to school every day, as opportunities to read with adults are provided throughout the school day.

Spelling, Punctuation and Grammar

Pupils will be set weekly spelling, punctuation and grammar activities to complete in their homework books.

Spellings are provided fortnightly and are linked to both the National Curriculum spelling objectives and current English learning. Pupils are also encouraged to access Spelling Shed to support the development of their spelling skills. Each pupil is provided with an individual login to access this resource at home.

Mathematics

Pupils will be set a weekly mathematics activity linked to current learning in class. This activity is intended to consolidate and reinforce mathematical understanding and should take approximately 10 minutes to complete.

All mathematics homework should be completed in pupils' homework books and returned in accordance with the guidance provided by the class teacher.

KS2 (Years 3-6)

Curriculum Topics and Religious Education

At the beginning of each half term, pupils will receive a homework activity sheet, which will also be published on the school website. The sheet contains a range of activities linked to the curriculum topics and Religious Education themes being studied during the half term. These activities are designed to encourage pupils to extend their learning beyond the classroom and engage with their studies in a creative and meaningful way.

Pupils may complete and return activities at any point during the half term.

Reading

In Key Stage 1, phonics reading packs are sent home daily and are updated weekly. Once pupils have completed the school's phonics programme, they will be provided with a reading book

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Pupils will be set a weekly mathematics activity linked to current learning in class. This activity is intended to consolidate and reinforce mathematical understanding and should take approximately 10 minutes to complete.

All mathematics homework should be completed in pupils' homework books and returned in accordance with the guidance provided by the class teacher.

In addition, pupils are expected to practise their multiplication tables regularly using Times Tables Rock Stars (TTRS). Each pupil is provided with an individual login to access the platform. Regular engagement with TTRS supports the development of rapid recall and fluency in times tables, helping pupils to build confidence and achieve greater success in mathematics.

Other Opportunities to learn from home

Purple Mash

Purple Mash is an online learning platform that provides pupils with access to a wide range of educational resources and activities across the curriculum, including writing, computing, art and problem-solving. The platform also includes Serial Mash, a digital library of age-appropriate fiction and non-fiction texts designed to support reading development and engagement.

Each pupil is provided with an individual login to access Purple Mash. Parents and carers are encouraged to support their child in making regular use of the platform to reinforce and extend learning beyond the classroom.

From time to time, additional home learning activities may be provided through Purple Mash or other approved online resources. These activities will be linked to the curriculum and will support pupils in developing their knowledge, skills and understanding.

Reading for Pleasure

Developing a love of reading is fundamental to a child's educational success and personal development. Parents and carers are encouraged to read with their child regularly and to continue sharing books aloud, regardless of their child's age or reading ability.

Listening to an adult read helps to develop vocabulary, comprehension and a lifelong enjoyment of literature. Reading together also provides valuable opportunities for discussion and quality family time. Establishing regular reading routines, such as sharing a book at bedtime, can support children's wellbeing and contribute positively to healthy sleep habits.

4. Absences

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.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

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

School offers a Homework Club each evening from 3:15-4:00pm at a cost of £2.00 for children to gain help with homework activities.

5. Pupils who fail to complete homework

All pupils will be expected to complete homework on time.

Teachers will keep records of pupils completing homework which are regularly checked.

If pupils fail to complete homework, teachers will contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the headteacher and/or parents as appropriate.

Pupils who refuse to complete homework will be given time during lunch break to complete it, in line with the Relationships and Behaviour Policy.

6. Marking homework

Homework will be marked in accordance with the school's Marking and Feedback Policy.

Occasionally, homework will be marked orally with the pupil or class.

7. Pupils with SEND

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

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

8. Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

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

9. Monitoring and review

This policy is reviewed every two years by the headteacher.

Any updates to this policy will be shared with parents, pupils and staff.