



**ST. JOSEPH'S**  
**CATHOLIC PRIMARY AND NURSERY SCHOOL**  
'LEARNING TO LOVE, LOVING TO LEARN'

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

**HOMEWORK POLICY**

**Mission Statement**

St Joseph's vision is that together we are the architects of the future, building lives on the firm foundations of the gospel inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever-changing world of today and tomorrow.

**Aims and expectations**

We have a strong commitment to parental involvement and see homework as one way of developing this partnership.

**Why give homework?**

- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and offers the chance of some individual adult time;
- It can be a great source for gathering topic information to share with all the children;
- It is an opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of secondary school.

**Homework at our school**

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

At St Joseph's School, we believe that homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should also support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents

and carers as co-educators of their children. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore or source of conflict it ceases to be a constructive aspect of teaching and learning.

Teachers aim to set a range of homework types e.g. making models, research, posters, as well as grammar exercises, calculations etc. We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However, if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

We expect children to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or black pen, to use a ruler and dictionary where appropriate.

### **Racial Equality And Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is adapted for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

### **Special Educational Needs And Disabilities**

Homework should be related to what has been done in class, but will also take into consideration individual targets where appropriate, but it is important that these children do as much in common with other children as possible. Homework should not be seen as a way for children with special educational needs to catch up with the rest of the class. Class teachers should work in close contact with the SENCO and with parents.

### **Our routines and expectations**

All classes give out weekly homework on a Friday which is expected to be returned by the following Wednesday. This should be consolidation of work which has already been covered in class and not new learning. The work should always have been explained and discussed in class before coming home as it is not our intention to send work home that the child cannot already do. When appropriate there should be a clear explanation/reminder from the teacher of what is expected and an example should be modelled at the top of the sheet.

The homework tasks set will not always need to be handed in, for example, sharing information in a class discussion, putting work onto a display.

It is our policy not to give homework during the holidays but teachers may provide additional optional materials for revision and practice. Parents are welcome to encourage their child to undertake research, complete workbooks or to continue to practise key skills such as times tables and spellings if they wish.

### The termly homework structure

- On the first Friday of each half term, homework will consist of a RE based homework task. This could be linked to the children’s RE topic of that half term in class and/or the liturgical year.
- Additional tasks linked to the Learning Challenge topics can be given, which can be creative or child-initiated project tasks –based style homework consisting of six tasks linked to Blooms Taxonomy of questioning.
- Thereafter, weekly homework tasks will relate directly to each child’s learning in English and Maths and will include spelling and timetables practice.

### Homework activities and timings

<b>Nursery</b>	The expectation is for parents to share a book with their child for at least 10 minutes every day. This will really help your child to develop a love of books from an early age. Books will be changed on a weekly basis
<b>Reception</b>	Reading every day for at least 10 minutes Books will be changed on a weekly basis Weekly letter sounds and handwriting, or spellings as and when deemed appropriate. Weekly challenge based on class learning when deemed appropriate.
<b>Years 1 &amp; 2</b> about 1 hour each week	Reading every day Homework tasks are set on a Friday and due on the following Wednesday: English every week Phonics activity every week Maths every week
<b>Years 3 &amp; 4</b> about 1½ hour each week	Reading every day Homework tasks are set on a Friday and due on the following Wednesday: English / topic tasks every week including weekly spelling tasks Times tables every week Maths every week
<b>Years 5 &amp; 6</b> about 3¼ hour each week	Reading every day Homework tasks are set on a Friday and due on the following Wednesday: English / topic task every week including weekly spelling tasks Times tables every week Maths every week

Please talk to your child’s teacher if you have any concerns.

POLICY REVIEW TERM: BIENNIAL

Policy Reviewed: June 2024

Next Review: June 2026