



ST JOSEPH'S RC PRIMARY SCHOOL
BACUP

HOMEWORK

Teaching and Learning Policy

“Jesus is the Centre of our lives”

God wants me to be the best me I can be

Our Mission

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God; we encourage and develop love and respect for each other and for our world; we strive to promote and deepen our Catholic faith through prayer, work and play; we aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential.

2026–2027

Policy information

Document control	Details
Policy title	Homework Policy
Policy lead	Headteacher
Review date	Autumn term 2028
Audience	Staff, governors, families and other stakeholders

1. Purpose and scope

This policy explains St Joseph's approach to homework from Key Stage 1 to the end of Key Stage 2. Homework supports learning in school, encourages positive habits and gives families clear, manageable ways to take part in their child's education. It applies to pupils, staff, parents and carers and to adults supporting children in the school's After School Club.

The school's main expectation is that pupils read regularly at home. Other homework will be purposeful, age-appropriate and linked to learning in school. Expectations will increase gradually, with additional preparation in Year 6 so that pupils are ready for the demands of the Key Stage 2 tests and secondary education.

2. Catholic life mission and Gospel values

Our approach reflects the belief that every child is unique and precious and should be helped to become the best that they can be. Homework should develop responsibility, perseverance and confidence while respecting family life and individual circumstances. Staff and families work together with encouragement, fairness and understanding.

3. Aims

- Strengthen and consolidate important learning from school.
- Develop regular reading habits and a love of books.
- Help pupils practise spelling, number facts, arithmetic and mathematical problem-solving.
- Encourage independence, organisation, responsibility and pride in learning.
- Help parents and carers understand and support their child's learning.
- Prepare older pupils gradually for the expectations of Year 6, the Key Stage 2 tests and secondary school.
- Provide expectations that are clear, manageable, inclusive and proportionate.

4. Key Stage 1 expectations

Homework in Key Stage 1 will normally include:

- Reading regularly at home at least three times each week.
- Spelling words to practise.
- Sometimes, simple arithmetic or mathematics problems to solve.

Activities will be brief, clearly explained and appropriate to pupils' age and stage of development. Reading may include sharing a book with an adult, listening to an adult read, discussing a story or information text, and rereading familiar texts to develop fluency and confidence.

5. Key Stage 2 expectations

Homework in Key Stage 2 will normally include:

- Reading regularly at home at least three times each week.
- Spelling words to learn and practise.
- Sometimes, mathematics or arithmetic problems to solve.

As pupils mature, they will be expected to take increasing responsibility for recording, completing and returning homework. Tasks may revisit prior learning, reinforce current teaching or prepare pupils for future work, but should remain purposeful and manageable.

6. Year 6 expectations

There will be a greater homework expectation in Year 6 to prepare pupils appropriately for the Key Stage 2 tests and the transition to secondary school. Homework may be set more frequently and may include reading, spelling, arithmetic, mathematics, grammar, punctuation, comprehension, revision or other focused practice identified by the class teacher.

The level and frequency of homework may increase as the tests approach. Teachers will explain expectations clearly, provide suitable notice and consider pupils' workload and wellbeing. Homework will support high expectations without replacing high-quality teaching in school.

7. Reading Record, Spelling Record and Diaries

Homework diaries will be used to track reading and homework. Pupils, parents or carers and staff should use them as an appropriate record of books read, tasks set, due dates and relevant communication. Expectations for pupil independence will increase with age.

- Parents and carers are encouraged to record or initial home reading at least three times each week.
- Pupils should bring their record books to school on the days agreed by the class teacher.
- Teachers or supporting adults will check record books regularly and follow up missing or unclear entries where needed.
- Homework diaries and Record books should be kept safe, treated with care and used for school-related communication.

8. Setting submitting and feedback

Teachers will make the task, resources, expected standard and deadline clear. Wherever possible, pupils will be given enough explanation to understand what to do without requiring parents or carers to teach new content. Homework may be submitted in books, on paper, through an approved digital platform or in another agreed form.

Feedback will be proportionate to the task. It may include verbal feedback, whole-class review, self-checking, discussion, acknowledgement in the homework diary, marking or use of the completed work to inform subsequent teaching. Teachers will recognise effort as well as accuracy and will address significant misconceptions.

9. When homework is not completed

The school will first seek to understand why homework has not been completed and will remind, encourage and support the pupil. Children may be asked to complete unfinished homework during playtime, particularly where homework is persistently not completed. This will be arranged proportionately and under staff supervision.

The school will not remove all opportunities for rest, movement, food, drink or use of the toilet. Where non-completion continues, the class teacher may discuss the matter with parents or carers and agree practical support. Staff will consider access to books, technology, adult help, family circumstances and any additional needs before deciding the most appropriate response.

10. After School Club

Children who attend After School Club will be offered appropriate time and space to complete homework if they wish to do so. An adult will help children organise themselves, understand the task and access available resources where practical. This opportunity is supportive and does not remove the pupil's or family's responsibility for checking that homework has been completed and returned.

11. Inclusion SEND and reasonable adjustments

Homework should be accessible and achievable while retaining suitable ambition. Teachers will make reasonable adjustments where a pupil's SEND, disability, medical need, literacy level, emotional wellbeing or home circumstances create a barrier. Adjustments may include a shorter task, additional time, alternative recording, adapted resources, pre-teaching, use of assistive technology or completion with support in school.

A pupil will not be disadvantaged because suitable resources, technology or adult support are unavailable at home. Parents and carers should contact the class teacher when homework is causing persistent difficulty so that expectations or support can be reviewed.

12. Roles and responsibilities

- Class teachers set purposeful and manageable homework, explain it clearly, monitor completion, provide proportionate feedback and communicate concerns or adjustments.
- Pupils listen to instructions, record homework accurately, take increasing responsibility, complete tasks carefully and ask for help when they do not understand.
- Parents and carers encourage regular reading, provide a suitable opportunity to work where possible, use the homework diary and record books and contact school if difficulties arise.
- After School Club staff provide time and space for pupils who choose to complete homework and offer reasonable organisational support.
- Senior leaders monitor consistency, workload, inclusion and the impact of homework and support staff where improvement is needed.
- Governors provide strategic oversight and ensure that the policy reflects the school's values and supports pupils' education and wellbeing.

13. Partnership with parents and carers

Homework is most effective when school and families communicate openly. Parents and carers are encouraged to praise effort, establish a simple routine and allow the child to work as independently as possible. They are not expected to complete work for the child or purchase additional materials.

If a task is unclear, takes too long or causes distress, parents and carers should stop at an appropriate point, note this in the homework diary and record books and contact the class teacher so that support can be reviewed.

14. Safeguarding online safety and resources

Online homework will use school-approved platforms and follow safeguarding, online safety, acceptable use and data protection requirements. Pupils must not share passwords or personal information. A non-digital alternative or access in school will be provided when needed.

15. Monitoring and evaluation

Senior leaders will monitor homework through discussion with pupils, families and staff, review of diaries and record books and consideration of participation and workload. Monitoring will consider consistency, accessibility, purposeful tasks, support for barriers and impact on learning.

16. Related documents

- English, reading and mathematics policies
- SEND policy and equality information and objectives
- Safeguarding, online safety, acceptable use and After School Club procedures

17. Approval and review

This policy will be reviewed by the headteacher and senior leadership team, approved through the school's agreed governance process and reviewed by the date shown in the document, or sooner if school arrangements or relevant requirements change.