



# Homework Policy

March 2023

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## **Statement of intent**

North Cheshire Jewish Primary School is a vibrant, enthusiastic, forward-thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

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.

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.

This policy was developed in consultation with staff members and pupils.

## **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 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 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**

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 (2022) 'School inspection handbook'
- Ofsted (2022) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

## **2. Roles and responsibilities**

The headteacher will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy bi-annually 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 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.
- Setting homework that is consistent across classes.
- 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**

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

**Where homework is uploaded to Google Classroom**, pupils and parents can view homework tasks, reducing printing costs and the number of lost homework sheets.

Teachers will explain the school's approach to homework to parents at the start of the school year.

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.

The table below shows expected homework. Tasks may be set in addition to the below activities.

#### Homework at NCJPS

Year group	Homework	Maximum time	Total per week
<b>R</b>	<ul style="list-style-type: none"> <li>• Reading and library books each night</li> <li>• Common exception word practice/ decodable word strips linked to SSP (2 per week)</li> <li>• Phonics (linked to reading)</li> <li>• Literacy/numeracy/ science or topic – 1 piece each week- usually Practically based.</li> <li>• Ivrit homework - 15 minutes per week</li> <li>• Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)</li> </ul>	Amount of time can vary depending on the child and task	1 hour
<b>1</b>	<ul style="list-style-type: none"> <li>• Reading sharing library books weekly</li> <li>• Reading practise readers from Rising stars</li> <li>• Common exception word practice or</li> <li>• Phonic sound mats</li> <li>• Spellings weekly (practising the sounds) from Spring term</li> <li>• Literacy/numeracy/ science or topic – 1 piece each week- <b>written work</b></li> <li>• Ivrit homework - 15 minutes per week</li> <li>• Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)</li> </ul>	15 mins at least x3 times a week  5/10 mins  5 mins daily  30 mins	1 hour each week, plus daily reading.  30 minutes for Ivrit and JS.

Year group	Homework	Maximum time	Total per week
2	<ul style="list-style-type: none"> <li>• Reading - school, library or home books each night</li> <li>• English and maths – 1 piece each week e.g. Common exception word practice / phonics or</li> <li>• History, geography or science to replace English related homework when relevant</li> <li>• Ivrit homework - 15 minutes per week</li> <li>• Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)</li> </ul>	<p>At least 10 minutes each day</p> <p>45 - 60 minutes per week for English and maths.</p> <p>40 minutes</p> <p>15 minutes</p> <p>15 minutes</p>	<p>At least 1 hour each week, plus daily reading.</p> <p>30 minutes for Ivrit and JS.</p>
3	<ul style="list-style-type: none"> <li>• Reading each night</li> <li>• English - SPaG.com and spellings</li> <li>• Maths Homework –Mental maths / TTRS</li> <li>• History, geography or science when relevant</li> <li>• Ivrit homework - 15 minutes per week</li> <li>• Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)</li> </ul>	<p>15/20 mins a night</p> <p>30 minutes</p> <p>30 minutes</p>	<p>1 hour and daily reading</p> <p>30 minutes for Ivrit and JS</p>
4	<ul style="list-style-type: none"> <li>• Reading/ library book</li> <li>• English (incl. spellings)</li> <li>• Maths</li> <li>• Ivrit homework - 15 minutes per week</li> <li>• Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)</li> </ul>	<p>15 mins a night</p> <p>40 mins</p> <p>30 mins</p>	<p>1 hour 10 mins (and daily reading)</p> <p>30 minutes for Ivrit and JS</p>

Year group	Homework	Maximum time	Total per week
5	<ul style="list-style-type: none"> <li>● <b>Monday:</b> Spelling Investigation - to be completed by the following Monday</li> <li>● <b>Tuesday:</b> Mental Arithmetic</li> <li>● <b>Wednesday:</b> History/Geography</li> <li>● <b>Thursday:</b> Maths Skills Check - to be completed by the following Monday</li> <li>● <b>Friday:</b> Paired Reading/SPaG.com</li> <li>● Ivrit homework - 15 minutes per week</li> <li>● Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)</li> </ul>	<p>Each piece of homework should take 30 minutes to complete.</p> <p>20 minutes</p>	<p>2 hours</p> <p>30 minutes for Ivrit and JS</p>
6	<p>Homework is set every evening.</p> <p>The days are subject to change depending on the topics being taught that week.</p> <p>Daily reading is expected - own reading book</p> <ul style="list-style-type: none"> <li>● <b>Monday</b> - maths.co.uk</li> <li>● <b>Tuesday</b> - Reading plus task</li> <li>● <b>Wednesday</b> - Research-History/Geography</li> <li>● <b>Thursday</b> - spag.com</li> <li>● <b>Friday</b> - Maths/English task e.g. comprehension/short writing/maths reinforcement/spellings from Y3/4/5/6 list</li> </ul> <p>Ivrit homework - 15 minutes per week</p> <p>Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)</p>	<p>Each piece of homework should take about 30 minutes to complete apart from the research homework. This is usually spread across a week.</p>	<p>2 and a half - 3 hours plus reading</p> <p>30 minutes for Ivrit and JS</p>

#### 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.



## **5. Pupils who are struggling or 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.

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.

## **6. Marking homework**

Homework will be marked in line with the school's marking and feedback policy and some will be marked orally with the pupils in 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 SENCO.

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 bi-annually by the SLT and will be reviewed in March 2025.

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