NORTH CHESHIRE
JEWISH PRIMARY SCHOOL

Homework Policy

September 2026

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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 well-designed homework can support pupils to practise and consolidate learning, develop fluency and independence, and share aspects of their learning with parents and carers. The quality and purpose of homework are more important than the quantity set, particularly for primary-aged pupils.

We also recognise that pupils need time for family life, rest, play, physical activity, community and religious commitments, and other enriching experiences. Homework will therefore be purposeful, proportionate, accessible and appropriate to pupils' age, stage and individual needs.

This policy reflects current statutory duties and national guidance, together with evidence-informed practice. It should be read alongside the school's Teaching and Learning, SEND, Behaviour, Attendance, Online Safety and Marking and Feedback policies.

Aims

This policy aims to:

- Develop a consistent and proportionate approach to homework throughout the school.
- Ensure that staff, parents and pupils understand the purpose of homework and their respective responsibilities.
- Use homework to practise, retrieve, consolidate and extend knowledge and skills already taught in school.
- Support regular reading, fluency and the development of positive learning habits.
- Encourage increasing independence, organisation and self-discipline as pupils move through the school.
- Ensure homework is inclusive and does not disadvantage pupils because of SEND, disability, family circumstances, access to technology or resources.
- Support partnership with parents without expecting parents to teach new content or complete work for their child.
- Maintain a reasonable balance between homework, teacher workload and pupils' wellbeing.

1. Legal framework

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

- Equality Act 2010
- Children and Families Act 2014
- DfE and DHSC (2015) 'Special educational needs and disability code of practice: 0 to 25 years' (updated 2024)
- DfE (2024) 'Providing remote education: guidance for schools'
- Ofsted (2026) 'School inspection: toolkit, operating guides and information'
- DfE (2019) 'Ways to reduce workload in your school(s)'
- Education Endowment Foundation (EEF) Teaching and Learning Toolkit: 'Homework'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Behaviour and Restorative Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The headteacher will be responsible for:

- Monitoring the effectiveness and consistent implementation of this policy.
- Ensuring that homework expectations remain proportionate, inclusive and appropriate for primary-aged pupils.
- Reviewing the policy in consultation with staff and, where appropriate, pupils and parents.
- Ensuring that reasonable arrangements are available where pupils face barriers to completing homework at home.
- Monitoring the impact of homework on pupils' learning, wellbeing, equality of access and staff workload.

Teachers will be responsible for:

- Setting homework that has a clear purpose and links to prior or current curriculum learning.
- Explaining tasks clearly, including what is expected, the resources needed and the deadline for completion.
- Ensuring the level and volume of homework are appropriate to pupils' age, stage and needs.
- Making reasonable adjustments and adapting homework where needed for pupils with SEND or disabilities.
- Considering pupils' access to devices, internet, books, materials, adult support and a suitable place to work.
- Providing an appropriate alternative where a pupil cannot reasonably access an online task or required resource at home.
- Providing feedback in a form that supports learning; this may be written, verbal, whole-class, self-marked, peer-reviewed or automatically generated where appropriate.
- Monitoring patterns of completion and discussing concerns with pupils and parents where appropriate.
- Avoiding unnecessary duplication, excessive marking or homework that does not have a clear educational benefit.

Parents and carers will be encouraged to:

- Support and encourage their child to develop positive homework and reading routines.
- Provide a suitable time and, where reasonably possible, a place for homework to be completed.
- Encourage independence and allow their child to complete the work themselves.
- Inform the class teacher if a task is regularly taking substantially longer than expected, causing distress, or cannot be accessed because of resources, technology or another barrier.
- Support regular reading and discussion about learning.
- Communicate with the school where family circumstances affect a child's ability to complete homework.

Pupils will be encouraged to:

- Take increasing responsibility for completing homework and returning it by the agreed deadline.
- Make a genuine effort and complete work as independently as they reasonably can.
- Ask for clarification or support when they do not understand a task.
- Look after books and resources provided by the school.
- Tell an adult if homework is causing difficulty, worry or is taking substantially longer than expected.

3. The school's approach to homework

Homework will be used where it is likely to make a positive contribution to learning. Teachers will consider the purpose of a task, its connection to classroom learning and whether the likely benefit is proportionate to the time required from pupils, families and staff.

Evidence indicates that the quality of homework is more important than quantity. Homework that is clearly linked to classroom learning and followed by useful feedback is more likely to be effective. The school will therefore prioritise reading, retrieval and practice, fluency, consolidation and carefully chosen preparatory or enrichment tasks.

Homework will not normally introduce substantial new learning that pupils are expected to master without teacher input. It will not be used as a punishment.

Where homework is set online, including through Google Classroom or other approved platforms, the school will consider accessibility and online safety. A pupil will not be disadvantaged because they do not have suitable technology, internet access, printing facilities or other resources at home; an appropriate alternative or school-based opportunity will be considered.

Parents will be informed of year-group homework expectations at the start of the school year and of any significant changes during the year.

The amount of homework will generally increase as pupils progress through the school. The times shown below are intended as guides rather than targets: pupils work at different rates, and staff should use professional judgement where a task is taking significantly longer than expected.

Teachers may occasionally set an additional or alternative task where this has a clear curriculum purpose. Wherever possible, staff will be mindful of religious observance, family commitments and other significant school demands when setting deadlines.

The table below shows the school's usual homework expectations. Tasks may be adjusted in response to curriculum priorities and individual pupil need.

Homework at NCJPS

Year group	Homework	Maximum time	Total per week
Reception	● Reading and library books each night ● Common exception word practice/ decodable word strips linked to SSP (2 per week) ● Phonics (linked to reading) ● Literacy/numeracy/ science or topic – 1 piece each week- usually practically based. ● Ivrit homework - 15 minutes per week ● Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)	Amount of time can vary depending on the child and task	1 hour
Year 1	● Reading sharing library books weekly ● Reading practice readers from Rising Stars ● Common exception word practice or ● Phonic sound mats ● Literacy/numeracy/ science or topic – 1/2 piece each week- **written work** ● Ivrit homework - 15 minutes per week ● Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)	15 mins at least x3 times a week 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
Year 2	● Reading - school, library or home books each night ● English and maths – 1 piece each week e.g. Common exception word practice / phonics or ● History, geography or science to replace English related homework when relevant ● Ivrit homework - 15 minutes per week ● Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)	At least 10 minutes each day 45 - 60 minutes per week for English and maths. 40 minutes 15 minutes 15 minutes	At least 1 hour each week, plus daily reading. 30 minutes for Ivrit and JS.

Year group	Homework	Maximum time	Total per week
Year 3	• Reading each night • English - SPaG.com and spellings • Maths homework – mental maths / TTRS • History, geography or science when relevant • Ivrit homework - 15 minutes per week • Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)	15/20 mins a night 30 minutes 30 minutes	1 hour and daily reading 30 minutes for Ivrit and JS
Year 4	• Reading/ library book • English (incl. spellings) • Maths • Ivrit homework - 15 minutes per week • Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)	15 mins a night 40 mins 30 mins	1 hour 10 mins (and daily reading) 30 minutes for Ivrit and JS
Year 5	**Every day:** • At least 15 minutes reading • At least 15 minutes mental arithmetic practice **Additionally:** • Spelling (given out on a Monday) • Metal Maths (Tuesday) • Maths skills (Thursday) • Friday (SPaG)/comprehension or reading-based task • Occasionally topic based • Ivrit homework - 15 minutes per week • Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)	Each piece of homework should take 30 minutes to complete.	2 hours 45 minutes plus daily reading 30 minutes for Ivrit and JS

Year group	Homework	Maximum time	Total per week
Year 6	Homework is set every evening. The days are subject to change depending on the topics being taught that week. Daily reading is expected - own reading book ● **Monday** - maths.co.uk ● **Tuesday** - Reading plus task ● **Wednesday** - Research – History/Geography ● **Thursday** - spag.com ● **Friday** - Maths/English task e.g. comprehension/short writing/maths reinforcement/spellings from Y3/4/5/6 list Ivrit homework - 15 minutes per week Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)	Each piece of homework should take about 30 minutes to complete apart from the research homework. This is usually spread across a week.	2½–3 hours plus daily reading 30 minutes for Ivrit and JS

4. Absences

Attendance at school remains the priority. Homework or remote education is not an alternative to attendance where a pupil is able to attend school.

For short periods of illness, pupils should be given the time they need to recover. Teachers are not normally expected to prepare additional work simply because a pupil is absent through illness, although suitable existing homework or learning resources may be shared where appropriate.

Where a pupil is unable to attend school but is well enough to learn, the school may consider remote education on a case-by-case basis in line with DfE guidance. Any such arrangement will be proportionate to the likely length of absence, the pupil's needs and the circumstances of the family, and will support a return to in-person education as soon as possible.

For longer-term absence, including absence linked to medical needs, the school will work with parents, the local authority and relevant professionals as appropriate to agree suitable educational support.

5. Pupils who are struggling or do not complete homework

The school expects pupils to make a reasonable effort to complete homework, but staff will first seek to understand why a pupil is struggling or why homework has not been completed.

Possible barriers may include SEND, additional needs, family circumstances, religious or caring responsibilities, lack of access to technology or resources, difficulties understanding the task, or the task taking substantially longer than intended. Appropriate support, reasonable adjustments, an alternative task or an opportunity to complete work in school may be provided.

Homework will not be used as a punishment. Where there is repeated non-completion without an identified barrier, the class teacher may discuss this with the pupil and parents and agree appropriate next steps. Any response will be proportionate and consistent with the school's Behaviour Policy.

6. Feedback on homework

Feedback on homework will be given in line with the school's Marking and Feedback Policy and will be proportionate to the task and its purpose.

Not every piece of homework requires individual written marking. Feedback may include verbal feedback, whole-class discussion, self-marking, peer review, automated feedback from an approved learning platform, acknowledgement by the teacher, or written feedback where this will move learning forward.

Teachers will use information from homework where useful to identify misconceptions, celebrate effort and inform subsequent teaching.

7. Pupils with SEND

The school will use its best endeavours to ensure that pupils with SEND can access homework successfully. Expectations will be adapted where appropriate in consultation with the pupil, parents and the SENCO.

Reasonable adjustments may include changes to the amount, format, method of recording, level of adult support, resources, deadline or type of task. Where appropriate, homework will reflect provision identified through SEN support plans or an Education, Health and Care (EHC) plan.

The aim is for pupils with SEND to participate meaningfully in the same curriculum as their peers wherever appropriate, rather than being routinely given separate or additional work. Homework should support learning without creating disproportionate stress or disadvantage.

Pupils with SEND will be supported in accordance with the school's SEND Policy and the SEND Code of Practice.

8. Equal opportunities

The school will ensure that homework is inclusive and accessible and will have due regard to its duties under the Equality Act 2010. Pupils will not be disadvantaged because of disability, race, religion or belief, sex, or any other protected characteristic.

The school will also consider barriers that are not protected characteristics but may affect fair access to homework, including socioeconomic disadvantage, limited access to technology or resources, family circumstances and English as an additional language.

Where a pupil cannot reasonably complete a task in the form set, staff will consider an appropriate adjustment, alternative or opportunity to complete the task using school resources.

9. Monitoring and review

The SLT will monitor the implementation and impact of this policy, including the consistency and proportionality of homework, pupil and parent feedback, equality of access, staff workload and any patterns of concern.

This policy will be reviewed at least every two years, or sooner where there is a significant change to relevant guidance, school practice or curriculum arrangements. The next scheduled review is September 2028.

Any significant updates to this policy will be communicated to staff, pupils and parents as appropriate.