



St. James' Blackburn
CE Primary School

Vision Statement

Guided by our Christian Values, we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5.13)

Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

*'Show respect to everyone'
(Peter 1 2.17)*

LOVE

*'Serve one another in love'
(Galatians 5.13)*

RESPECT

*'Show respect to everyone'
(Peter 1 2.17)*

COURAGE

*'Be strong and courageous;
do not be frightened or
dismayed, for the Lord your
God is with you wherever you
go.'
(Joshua 1.9)*

Home Learning Policy

Date Agreed by Governors: 31/03/2022

Governor Review Date: January 2025

School Vision

Guided by our Christian Values we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5.13)

School Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

'Show respect to everyone' (Peter 1 2.17)

School Values

The school has 9 school values underpinned by 3 core Christian Values of:

Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Love

'Serve one another in love' (Galatians 5.13)

Respect

'Show respect to everyone' (Peter 1 2.17)

At St James' Church of England Primary School we strive to be exceptional in all that we do and ensure that the curriculum and its delivery reflect this vision. We are committed to high quality teaching and learning to raise standards of achievement for all pupils'.

Staff, pupils and parents have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the exceptional practice to which the school aspires. It also reflects the mission and values of the school and supports its vision.

Home Learning

Learning at home is an essential part of a balanced education. Regular homework is important as it gives pupils the opportunity to practise and reinforce the learning undertaken in school and practise and consolidate skills needed to be successful at school and in later life. Homework could be revision, practise, rehearsing, reading, writing, researching or any work taken outside of the curriculum time which reinforces, extends or enriches current learning.

Statement of Intent for Home Learning

The aim of home learning is to support the learning of each child with the co-operation of parents/carers. The purpose of homework is to provide opportunities for parents to be involved in their child's learning and for parents, pupils and school to work together. It also aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance, developing skills that will prepare them for future work. 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 give careful consideration to ensuring homework is well-balanced across school.

Homework gives pupils further practice, embed and gain a deeper understanding of skills, knowledge and concepts learned during the school day.

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 (2019) 'School inspection handbook'

Ofsted (2019) 'School inspection handbook – section 8'

This policy operates in conjunction with the following school policies:

Teaching, Learning and Assessment Policy

Behaviour Policy

Roles and Responsibilities

Senior Leadership Team and Governors are responsible for:

- Frequently checking the policy's compliance with statutory and good practice requirements.
- Monitoring the effectiveness of this policy.
- Reviewing the 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 as appropriate.
- Providing parents with information about homework.
- Informing new parents about the Homework Policy.

Pupils are expected to:

- Take ownership of their own learning through completing and returning the homework they are given in time.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Try their best and complete the work to a high standard. Putting the same effort into homework as class work.
- Take responsibility for organising any information or equipment they may need by making sure they take home their homework books and reading bags as required.
- Ensure homework planners are up to date and brought to school daily.

Parents/Guardians are expected to:

- Read regularly with their child, discussing, questioning and exploring the text.
- Update homework planners to ensure reading progresses rapidly.
- Encourage children to complete homework tasks in time and to a high standard.
- Promote the importance of good basic skills, through revision, practice, memorising and extension (reading, spellings, times tables, number bonds and number agility).
- Encourage children to keep trying with difficult tasks and support where necessary.
- Celebrating achievements with regards to their homework.
- Inform teachers of any issues that may arise and cooperating 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.
- Provide a quiet suitable place where their child can do their homework.
- Provide suitable resources for their child.

Staff are expected to:

- Ensure parents and children have a clear understanding of homework expectations e.g. through parent meetings and curriculum newsletters.
- Provide a range of homework to promote, secure, extend and develop their understanding and progression through the curriculum.
- Setting homework that is appropriate to pupil's abilities and that takes equal opportunities into account with the needs of pupils with disabilities covered.
- Ensure children understand the importance of high standards of homework and the tasks to be completed.
- Monitor and mark the completion of homework in line with school's Teaching and Learning Assessment policy.
- Respond to children's efforts, provide encouragement and use praise and rewards to encourage and celebrate children's efforts.
- Inform parents, if children regularly fail to complete homework or if homework is not completed to a high standard. Staff will investigate the reasons for homework not being completed before responding with sanctions following the Behaviour Policy. If necessary, staff will discuss further this with parents or carers.

Home Learning Organisation

The school understands that homework is a vital tool in embedding knowledge and gauging understanding. However, a balance should be maintained between staff workload and using homework effectively to embed pupils' knowledge.

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

Teachers explain the school's approach to homework to parents at the parents' evening in September.

Every term, each year group is informed of what is expected of them with regards to homework. Topic homework overviews are also available on the school website.

Every half term, the Curriculum Newsletters inform parents about the main topics and units of work being covered.

At the start of each academic year children will be given a Homework Planner. Lost homework planners will incur a cost for replacement. On-going Literacy and Maths homework can be commented on in the weekly records by parents and teachers. An additional homework book (A4 exercise book) for topic homework will be sent home at the start of term with the topic homework grid. These will allow children to record their topic homework tasks.

Pupils are expected to read at home daily with an adult. Pupils receive spelling and maths homework on a weekly basis which is to be returned every week. Pupils will be given spellings to learn and basic number skills including practising timetables, number bonds or number agility for a weekly test.

Pupils are also given the opportunity to complete creative topic homework. These tasks will enrich learning opportunities and could include investigations, independent research and applying skills and knowledge across a range of areas.

Staff will ensure that these are monitored and children receive written or verbal feedback on completed tasks following the Feedback and Marking Policy.

Parents are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child’s teacher. Feedback from parents about their child’s homework is also welcomed by the school.

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

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

Suggested Time Spent on Home Learning

Pupils’ weekly homework activity is designed to take around 45 minutes – 2 hours, depending on the age of the pupil. The following guidelines indicate how much time pupils of different ages might reasonably be expected to spend on homework. Tasks may be set in addition to the below activities.

Year	Minutes of daily homework	Total/ Week
Foundation Stage & KS1	10-15 5-10	Up to an hour
Lower KS2 – Year 3 & 4	15-20 10-15	Up to 1 hour 20 minutes
Upper KS2 – Year 5 & 6	20-25	Up to 2 hours

Types of Home Learning

Reading

Reading books are to be taken home every day and are changed regularly in school. Key questions may also be set to support parents questioning when reading.

Phonics and spelling

From Year 1 – Year 6 spellings will be sent home weekly and are to be practised consistently throughout the week to ensure learning is embedded. Reception will send home letter sounds and tricky words.

Mathematics

Mathematics homework will be aimed at improving basic skills by rehearsing and securing number facts such as times tables and number calculation agility. This will be practised/tested weekly to ensure learning is taking place. In Reception, these skills will be practised throughout the week.

Topic

Topic based homework will be issued at the start of term for children to select tasks to complete. This will be based on history, geography, RE or science topics which may have been already studied or will soon be studied in class. These will have close links with the literacy books and objectives being studied.

Internet

Various internet based learning is provided for the children to access to independently enhance their own learning or as part of a set homework task. These cover mathematics, Literacy, and reading. All children are familiar with the processes of the internet learning provided.

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 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, e.g. with a broken arm, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Equal Opportunities

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

Staff will ensure that the tasks set are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge. A balanced approach to homework will be adopted for pupils with SEND in consultation with the pupil's parents and the SENCO. The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their individual education plans. Homework tasks, planners and resources may be adapted to meet the needs of individual children. While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, it is important that they also complete as much standard homework as possible.

Monitoring and Evaluation

To ensure that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored reviewing the policy **every two years**. Homework planners, books and tasks will be monitored by senior staff.