

OUR LADY OF LOURDES RCPS

HOMEWORK POLICY

Policy approved by: Governors	Date: September 2025
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Introduction

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example: Parents or carers who spend time reading stories to their children before bedtime are helping with homework.

Rationale for homework

Homework is an important part of a child's education, and can add much to a child's development. We see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

Aims and objectives

The aims and objectives of homework are:

- to enable children to make maximum progress in their academic and social development;
- to help children develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable some aspects of the curriculum to be further explored independently;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future;
- to prepare children for high school.

Homework in the Early Years

Our Reception children are encouraged to read every night with an adult and to practise their sounds and red words. We will send the sounds on a weekly basis for children to

practise reading and writing. Read Write Inc. video links may also be sent to support the phonics learning that has taken place in class.

A vital aspect of the Early Years Foundation Stage is a strong partnership between school and parents/carers. We fully value contributions and records of achievements from home, as children may demonstrate talents and abilities in their home environment which they may choose not to do at school. We encourage parents and carers to share photographs through Seesaw of the activities and learning their child completes at home.

A termly newsletter is posted on the class page of the website informing parents/carers of topics and activities to be taught that term (paper copies available upon request). This includes suggested activities that can be done at home in order to support children's learning. Also as part of our close partnership, we may send additional resources or homework to support children's specific needs such as additional sounds, number games and sentence writing.

Year 1

Children are encouraged to read every night with an adult. Children will carry out weekly 'Look, Cover, Write' phonic activities. Read Write Inc. support video links will also be sent to consolidate class phonics. Each half term, children will be set an optional Home Learning grid with a range of activities to undertake throughout the term based on a topic from class.

Year 2

Children are encouraged to read every night with an adult. Each week, children will be set a list of spellings to be practised through games on the Spelling Shed website and Read Write Inc. video links will also be sent to consolidate phonics learning. Children are encouraged to practise their times tables using Timestable Rockstars to help learn key facts for maths. Each half term, children will be set an optional Home Learning grid with a range of activities to undertake throughout the term based on a topic from class.

In the run-up to the Year 2 SATs in May, children will be sent home some revision homework. The Class Page on the school website gives additional information about homework in Year 2.

Years 3 and 4

Children are encouraged to read at home every night. We ask that adults at home question them about their reading. Children will be set weekly spellings on the Spelling Shed website and are expected to practise their times tables regularly using Timestable Rockstars.

Each half term, children will be set an optional Home Learning grid with a range of activities to undertake throughout the term based on a topic from class. The Class Pages on the school website gives additional information about homework in Year 3 and 4.

Years 5 and 6

Children are encouraged to read at home every night and practise their times tables on Timestable Rockstars. Their reading may be books (both fiction and non-fiction) and/or newspapers. We ask that adults at home ask questions about their reading to check

understanding. Spellings will be set weekly on Spelling Shed and each half term, children will be set an optional Home Learning grid with a range of activities to undertake throughout the term based on a topic from class.

In addition to this, children will be set weekly work through CGP books based on their learning in class. We ask that parents/carers encourage their children to work as independently as possible on the activities provided to prepare them for secondary education.

The Class Pages on the school website gives additional information about homework in Year 5 and 6.

Inclusion and homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils who are named on the register of special needs, we refer to those pupils' ADPR cycle. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

The role of parents and carers

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

Ideally, parents should read with their children every day to help them develop a love of books and stories- and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record to show that they have heard their child read and have discussed their books with them on at least three occasions during each week. We encourage reception parents and carers to share their children's learning at home through Seesaw.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact Mrs Davies or Mrs Sly in the first instance and, should concerns still remain, the governing body.

Homework is seen in part as a preparation for the more independent learning undertaken at secondary school. If homework is not completed, a standard format letter is sent home informing parents and asking for their support. If the situation is not resolved, parents will be asked in to see Mrs Davies.

Use of ICT

A copy of the school's E-Safety policy is available from the school office and may also be found on the school website. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet.

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their children to produce their own work. The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else. There are many websites containing highly educational material which can have a powerful effect on children's learning. We make use of Timestable Rockstars and Spelling Shed computer programmes at school and at home. We discourage children from bringing memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school using the school's email address.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school's homework policy. This is done by the Curriculum Committee of the governing body. Our homework policy is reviewed annually by the Executive Headteacher and the SLT and changes are made in relation to the content of the School Improvement Plan.