

POLICY

POLICY TYPE

MAT Policy to adopted in full across all schools	
LGC Policy to be reviewed and approved locally	✓



*"Share the Love of God,
every day in everything
we learn, do and say"*

Approval Date:	2026/27 – AUTUMN TERM
Review Date:	2027/28 – AUTUMN TERM

ST PHILOMENA'S CATHOLIC PRIMARY SCHOOL

HOMEWORK POLICY

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ST PHILOMENA'S CATHOLIC PRIMARY SCHOOL

HOMEWORK POLICY

Our Mission

With Christ at the centre, we strive for excellence, act with respect and serve our community.

Our mission underpins this Homework Policy. Homework forms part of our commitment to excellence in learning and provides an important link between school and home.

1. Introduction

At St Philomena's Catholic Primary School, we believe that carefully planned homework can make a valuable contribution to pupils' learning and attainment. Homework provides opportunities for pupils to practise and consolidate knowledge and skills taught in school and to strengthen their understanding of key concepts. It also enables parents and carers to gain an insight into what their child is learning and how they are progressing.

The school's approach to homework is founded on the principle of striving for excellence. Work set at home will have a clear educational purpose and will support pupils in making progress towards the high expectations we have for them.

The school also recognises that homework is not a statutory requirement for primary schools. Our approach therefore focuses on purposeful activities that complement classroom learning without placing unnecessary pressure on pupils or families.

2. Aims

The aims of homework at St Philomena's are to:

- reinforce and consolidate learning taught in school;
- provide opportunities for pupils to practise key knowledge and skills;
- support pupils in making strong and sustained progress;
- help pupils to retain and apply important learning;
- enable parents and carers to understand what their child is learning in school;
- provide parents and carers with opportunities to support their child where further practice is needed;
- promote high standards and encourage pupils to strive for excellence;
- develop positive attitudes towards learning; and
- strengthen the partnership between home and school.

3. Core Homework

The core areas of homework at St Philomena's are:

- English;
- Mathematics;
- spelling;
- times tables; and
- Religious Education.

Homework will be linked, wherever appropriate, to learning taking place in the classroom. Tasks will be purposeful and designed to reinforce, practise or consolidate knowledge and skills.

Homework will be appropriate to the age, ability and stage of development of each pupil, taking account of individual needs where appropriate.

4. Reading

Reading is an important part of learning and is encouraged throughout the school.

Pupils should read regularly at home, either independently or with an adult, according to their age, reading ability and level of independence.

Parents and carers are encouraged to listen to their child read, discuss books and ask questions about what they have read. Reading widely for pleasure is also strongly encouraged.

The school recognises that regular reading at home can make a significant contribution to pupils' vocabulary, comprehension, fluency and overall academic development. Developing a love of reading is an important part of our commitment to lifelong learning.

5. English

English homework will include activities that reinforce learning undertaken in school, including reading, spelling, vocabulary, grammar, punctuation, writing and comprehension.

Homework will be selected to support the current learning of the class and to provide further opportunities for pupils to practise and secure important knowledge and skills.

Where appropriate, digital platforms may be used to provide pupils with additional opportunities to practise and apply their learning independently.

6. Mathematics

Mathematics homework will reinforce and consolidate mathematical knowledge and skills taught in school.

This may include number facts, calculation, problem-solving, arithmetic and other areas of the mathematics curriculum.

Regular practice of key mathematical knowledge, including times tables, is encouraged to develop fluency, accuracy and confidence.

7. Religious Education

The school uses Steps in Faith to provide termly opportunities for pupils to complete tasks linked to Catholic Social Teaching.

These activities enable pupils to explore how the teachings of the Catholic Church can be lived out in everyday life and encourage them to put their faith into action. They provide opportunities for pupils and their families to reflect on how faith can influence the way we treat others and contribute to our community.

8. Purple Mash

The school uses Purple Mash to set English and Mathematics homework where appropriate.

Purple Mash provides pupils with opportunities to practise and consolidate learning through engaging digital activities. It also enables pupils to receive immediate feedback, allowing them to identify and correct mistakes and make improvements without having to wait for work to be marked in class.

This immediate feedback supports pupils in developing a deeper understanding of their learning and encourages them to take greater ownership of their progress. It also supports independence by enabling pupils to complete tasks, respond to feedback and improve their work with increasing confidence.

Teachers will use information from Purple Mash activities, where appropriate, to identify areas of strength and areas where further teaching or practice may be beneficial. In this way, digital homework can contribute meaningfully to pupils' progress.

9. Times Tables Rock Stars

The school uses Times Tables Rock Stars to support pupils in learning and recalling multiplication and division facts. Regular practice is important in helping pupils to develop fluency and confidence with their times tables.

The programme also provides pupils with opportunities to revisit facts that they find more challenging, ensuring that practice is targeted towards areas where further consolidation is needed. Regular practice helps pupils to build automaticity, reduce the cognitive load associated with recalling basic number facts and develop greater independence and confidence in mathematics.

The use of Times Tables Rock Stars complements classroom teaching and provides an additional opportunity for pupils to practise essential mathematical knowledge at home.

10. Additional and Optional Activities

Teachers may occasionally provide additional activities to extend, enrich or deepen learning.

These may include research, projects, creative activities or opportunities to explore a subject further.

Such activities are optional and are not intended to place additional pressure on pupils or families.

11. Presentation and Standards

Pupils are expected to approach homework with care and pride.

The school encourages pupils to produce work that reflects the high standards expected in school and to strive for excellence in all that they do.

Pupils should be encouraged to complete their work to the best of their ability and to take responsibility for the quality of the work they submit.

12. The Role of Parents and Carers

Parents and carers have an important role in supporting homework and the learning partnership between home and school.

Parents and carers are encouraged to:

- provide an appropriate time and place for homework;
- take an interest in their child's learning;
- encourage their child to complete work carefully and to the best of their ability;
- support regular reading and practice;
- discuss homework with their child;
- celebrate their child's achievements; and
- communicate with the class teacher if their child is experiencing difficulty.

Parents and carers are not expected to teach new concepts or complete homework on behalf of their child. The purpose of parental support is to encourage, motivate and guide pupils towards increasing independence.

13. The Role of Teachers

Teachers will:

- set purposeful and age-appropriate homework;
- ensure that homework supports and reinforces classroom learning;
- take account of pupils' differing needs and abilities;
- monitor the completion and quality of homework as appropriate;
- provide feedback where this is beneficial to learning; and
- use information gained from homework to inform teaching and support.

Each task should have a clear educational purpose and should contribute meaningfully to pupils' learning and progress.

14. Monitoring and Evaluation

The Headteacher and senior leaders will monitor the implementation of this policy to ensure that homework remains purposeful, consistent and appropriate.

Monitoring will consider:

- the quality and purpose of homework;
- its relationship to classroom learning;

- the extent to which it supports pupils' progress;
- feedback from pupils, parents and staff; and
- whether the overall approach remains manageable and appropriate.

The school will review the policy regularly to ensure that it continues to support the school's curriculum, Catholic mission and commitment to excellence.

14. Policy Review

This policy will be reviewed regularly and sooner where there are significant changes to the school's curriculum, educational requirements or the needs of pupils.