



*Saint Joseph's*  
CATHOLIC SCHOOL

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# Home Learning Policy

Version 1.0 – January 2026

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
SP1 1QY

## Success Criteria:

### Context/Aim:

The policy aims to ensure that home learning effectively supports pupils in knowing more and remembering more to raise achievement. It reinforces, extends, improves or applies classroom learning through focused, purposeful tasks. It also helps pupils develop independence, responsibility and strong study habits. Overall, the policy positions home learning as an essential part of supporting progress, preparation for assessments and enrichment beyond the classroom.

## Monitoring Procedures:

<u>By Whom:</u>	<u>When:</u>	<u>How:</u>
Academic Governors and Deputy Head	Annually	Review and legislative updates

## Evaluation:

<u>By Whom:</u>	<u>When:</u>	<u>How:</u>
Academic Governors and Deputy Head	Annually	Review at Academic Governor Committee meeting

## Revision History:

<u>Version</u>	<u>Approved and Ratified</u>	<u>Review Date</u>	<u>Additional Notes</u>
1.0	January 2026	January 2027	New policy

## Vision Statement:

**With God's love and inspiration, we aspire to achieve excellence.**

**Vision:** St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts**. In a safe, trusting, and respectful environment, everyone can thrive.

The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.



## Introduction

The Education Endowment Foundation (EEF) states that 'effective Home Learning is associated with short, focused tasks which relate directly to what is being taught and is built upon in school' (Dabell, 2019).

Home Learning is work that is set to be completed outside of the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher.

Home Learning is important in raising pupil achievement and attainment and should enhance pupil learning opportunities.

Purpose of Home Learning:

- To help pupils to know more and remember more.
- Provide opportunities to support and reinforce learning.
- To allow for practice and consolidation of work done in class.
- To prepare for future assessment - effective revision.
- To provide further formative assessment opportunities.
- To provide training for pupils in planning and time management.
- To encourage pupils to take some responsibility for their learning - growth mindset.
- To develop strong independent study habits and routines.
- To provide opportunities for enrichment of work covered in the academy.
- To provide opportunities for individualised effort and initiative

## Format of Home Learning

Work set will align with one or more of the following principles: embed, extend, improve, or apply.

- Embed - Consolidating learning that has taken place in the classroom, e.g. effective revision for assessment or learning key knowledge. We know that we need to come across information 4 or 5 times in a variety of different ways, if we are going to embed them into our long-term memory.
- Extend - Move the understanding beyond what has been achieved in the classroom, e.g. adding breadth to their existing knowledge.
- Improve - Refine and develop skills and knowledge learnt in the classroom based on written or verbal feedback from the teacher, Personalised Learning Checklists (PLCs) and question level analysis/feedback post assessment.
- Apply - Use learning from the classroom to complete a specific task, e.g. writing a practice exam question answer based on content covered in a lesson.



Home Learning enables pupils to embed, extend, improve, or apply learning in class or prepare for new learning, access resources not available in the classroom, and enhance their study skills of planning, time management and self-discipline.

The impact (and quality) of Home Learning on pupil progress will be reviewed throughout the academic year.

## Setting of Home Learning

Home Learning set should align with one or more of the following principles: embed, extend, improve, prepare or apply.

In the lead up to a formal assessment(s) Home Learning may be effective revision activities. In this case, clear instruction should be given to pupils about what needs to be completed, and any resources should be provided.

For some subjects, the setting of Home Learning related to coursework may also be appropriate.

Home Learning will be set by teachers as per the Home Learning summary in appendix A. Teachers should always aim to give pupils between 48 hours and 1 week to complete work that has been set for Home Learning. On the rare occasion Home Learning is required the next day, the teacher should provide notice and the resources in advance. Some subjects (such as Food Technology) will set extended project work which will take up to 7 weeks to complete.

Home Learning assignments must be set using ClassCharts.

## Holiday Home Learning

The setting of Home Learning over holidays is not mandatory. However, when deemed appropriate, teachers may set Home Learning tasks over any holiday break. If setting Home Learning over the holiday break, the teacher should have clear justifications for doing so and tasks set may include the following:

1. Effective revision
2. Reading
3. Introductory work when beginning a new course/unit
4. Coursework/Project completion



## Managing Home Learning

Pupils that regularly complete Home Learning to a high standard and on time should be rewarded using merit points, building points for the rewards store and positive communication home.

The non-completion of Home Learning will result in a demerit and loss of points for rewards. Persistent failure to complete Home Learning should be raised to the Head of Department and Head of Year initially and communication home via email or telephone call must be made.

This will then be raised to DHA (Deputy Head Academic) and Head of Year to assess if further intervention is needed.

## Home Learning Support

The following support is offered to pupils to help them manage and complete Home Learning effectively.

1. Home Learning After School Club
2. Departmental / teacher support when available (Break-time, Lunchtime and/or after school)

## Home Learning Expectations and Completion Times

### KS3: (Yr7-9)

English, Maths and Science = approx. 40 minutes per week. These will primarily be focused on Sparx Reader, Sparx Maths and Sparx Science respectively and will be set on a Wednesday ready for completion the following Wednesday.

All other subjects = approx. 15-20 minutes (see appendix A for potential activities)

Art, Music, PE, Drama, Food Technology, Textiles and Business Studies will set homework when required.

Please note, if HW is not officially set by teachers on ClassCharts, pupils should spend time reviewing the work completed in lessons and to continually revise learnt material. To do this, pupils can access key term lists and personal learning checklists on the school website in order to revise and consolidate their learning.



## KS4: (Yr10-11)

Each subject area will set HW according to the demands of their curriculum.

Potential tasks for each subject area can be found in appendix A.

Please note, if HW is not officially set by teachers on ClassCharts, pupils should spend time reviewing the work completed in lessons and to continually revise learnt material. To do this, pupils can access key term lists and personal learning checklists on the school website in order to revise and consolidate their learning.

## Appendix A:

### English

- Yr7-10 weekly Sparx Reader to consolidate reading and increasing vocabulary and comprehension
- Yr11 Revision

### Food

- Yr7&8 Extended 7-week Research Project
- Yr9-11 fortnightly home learning including written work, exam question practise and revision

### History

- Yr7-9 half termly - Choice of activities from 3 levels of difficulty including but not limited to writing; Creative tasks, local history to visit or historians to research
- Yr10&11 - A variety of tasks designed to reinforce classroom learning with a particular focus on exam question and revision techniques. Recall activities to reinforce prior learning. Assessment preparation for formal assessments and low-stakes knowledge quizzes.

### ICT

- Yr7-9 Online applications (iDEA Award) or others accessed via the KS3 homework menu Pre-reading for future topics, Topical reading on relevant news stories with accompanying quizzes, Option to attend STEM club or Creative Open Studios
- Yr10-11 At KS4 pupils are expected to continually be working to prepare for their assessed set tasks from Pearson (detailed below). This could include:
  - Revision of completed (or missed learning) using resources on MS Teams.
  - Attending WIN Sessions for targeted intervention.



- Attending Creative Open Studios to further their skills with the Adobe Creative Softwares
- Consuming a wide range of media products across all sectors to ensure they have a wide sample size to reference in assessments
- Ahead of all set assessments being completed, pupils will undertake intense preparation periods for homework, during which they will plan and make for their assessment tasks which can then be used in the completion of these tasks. Pupils are provided with timelines / frameworks to help complete these.

## **Maths**

- KS3 Weekly Sparx tasks, KS4 weekly sparx and exam questions

## **MFL**

- Yr7-9 – Sentence Builders vocabulary practice
- Yr10&11 - Activehub vocabulary and listening practice.

## **Music**

- Yr7-9 two pieces per module, Research tasks, revision tasks, finding resources for projects, personal practice if instruments are available
- Yr10&11 Twice per set work. On-going for practical tasks, Research tasks, revision tasks, finding and making resources for performances/compositions. Personal practice for performances (ongoing) or preparation/idea generation for compositions (ongoing while NEA is active)

## **RE**

- Yr7-9 – 4 times per half term, could include: Key terms quiz, question skills, learning a Bible story and topic revision
- Yr10&11 – once a week, could include Key terms quiz, question skills, learning a Bible story and topic revision, exam practice

## **Science**

- KS3 Weekly Sparx tasks, KS4 Weekly Sparx tasks and additional exam related work as required

