



Homework Policy

We undertake an annual review of homework, and this includes asking teachers, pupils and parents/carers for some feedback. It is clear that many parents/carers feel that homework does help them share in their child's learning, as they can see how they are progressing. The vast majority of our children also hold positive views about homework, seeing it as important in helping them to do well at school. At the beginning of this academic year we issued (via the parent/carer information booklet) the following guidance for the new academic year:

How much time should your child spend on homework?

As ever, nationally there is controversy about the value of homework, with critics saying it is either ineffective or potentially harmful if it damages family life or causes pupils to switch off. In 2013 the Government scrapped guidelines setting out how much homework children should be set. The guidelines had suggested that children aged five to seven should be set an hour a week, rising to half-an-hour a night for children aged seven to eleven. We are, of course, eventually preparing our children for the rigours of secondary education but we are not seeking to try to match the amount of homework they will then be completing. As you will see from the lists below, we are suggesting a limit on the time spent on homework, steadily increasing with age but with the proviso that children ensure they are in a quiet place of concentration during this time.

How much help should you give your child with their homework?

There is mixed evidence about whether or not adult involvement in homework affects pupils' achievement at school. Some research suggests that the type (and amount) of adult involvement may be important in increasing pupils' achievement. One particular study explored the effects of different types of adult involvement in homework and found that different forms of support (e.g., support for children's independence) are associated with higher test scores, whereas others (e.g. direct involvement) are associated with lower test scores. Project based homework is valuable as it gives wider scope for learning and creativity by the child. However, there is a massive difference between the children that clearly get help at home and those that do not. We are asking you to support us by following our guidelines for parent/carer involvement, as set out in the table below. How much help a parent/carer should give to a child is strongly tied to the school year of the child; the younger the child the more assistance they will need.

Will your child be rewarded for the homework they complete?

Homework serves a purpose if it meets the individual needs of a child and accelerates learning, and to give it out every week, simply because it is school policy, is not always effective. Therefore, when homework is set, we will make sure that appropriate feedback is given, and we will reward effort and progress suitably and at the earliest opportunity. Clearly, the teacher needs to have time to fully assess and appreciate the work that has been done by each child and in the spirit of fairness we need to make sure we are rewarding the efforts of the child and not the parent/carer!

Is reading really so important?

A research project commissioned by the Department for Education examined the relationship between children's home learning environment and their reading attainment (for 3 to 5 year olds). Factors that positively influenced attainment included:

- the frequency with which parent and carers reported reading to their children (this is associated with higher scores for 'pre-reading', 'language' and 'early number' attainment)
- the frequency of alphabet learning (this made a massive difference on pre-reading attainment)
- the frequency of library visits (this showed a smaller but significant positive impact on the above outcomes)

Reading is a proven strategy to improve attainment across the primary age range and in our opinion it is a vital aspect of homework. We know that every child is already reading fairly regularly at home and we will continue to set new, specific reading challenges from time to time. Please make the time to listen to your child read, or at least tell you about what they are reading and help us by keeping their reading records up-to-date.

What else can you do?

Some parents/carers face particular challenges to becoming involved but most agree that they would like to get more involved in their child's school life. While homework is controversial, experts agree on the value of parents/carers taking an interest in their children's education. Results from the OECD Pisa study, which compares school systems around the world, find a strong association between children's reading performance and home activities such as discussing the news, talking about books or films and eating meals together as a family.

Core values are very important to all of us and we will share our termly 'value in focus' with you via our home-school values resource sheets (these are packed full of fun activities for you to do together alongside topics to stimulate discussion and reflection).

Oxford Owl is a fantastic free website built to support you with your child's learning. To help you along the way, you'll find age-specific reading and maths tips and activities, free e-books, and lots of fun ideas to really bring your child's learning to life. You will also find support and advice on a range of questions you may have – including helping your child with their phonics, motivating boys to read and ensuring your child is doing their best in maths: www.oxfordowl.co.uk. Words for life is also worth a look: www.wordsforlife.org.uk

We also suggest that you use these Maths websites to encourage your child with their Mathematical knowledge.

1-Minute Maths App | White Rose Maths -

<https://whiterosemaths.com/resources/1-minute-maths>

Topmarks Hit the Button: Hit the Button - Quick fire maths practise for 6–11-year-olds -

[Topmarks: teaching resources, interactive resources, worksheets, homework, exam and revision help](#)

TimesTable Rockstars (Use School Login at the back of the Home School Records) -

[Times Tables Rock Stars \(trockstars.com\)](http://Times Tables Rock Stars (trockstars.com))

The National Trust has compiled a list of '50 things to do before you are 11 and $\frac{3}{4}$ ' and they support this with lots of help and advice for outdoor learning. If you haven't seen this before we recommend you take a look: <https://www.50things.org.uk/parent/carers/carers-area.aspx>.

Our expectations regarding homework for the academic year 2022 - 2023

Year R (Foundation Stage):

Heavy parent/carer involvement is expected with all of the following tasks:

- Reading: We recommend an average of 5 minutes per day. Please read with your child and keep their reading record up-to-date. *
- Spelling: Help your child to practise their spelling list for a few minutes per day (most days).
- Homework: A selection of tasks will be sent home in homework books each half term. Your child will need to complete a certain number of activities with your support. Please encourage your child to choose a good variety of activities.
- Extra tasks: Additional tasks may be set from time to time but only if they add value. These tasks may be personalised in line with individual targets.

* Please encourage your child to make use of their local library and to read a wide variety of books and other material to broaden their experience. Reading bedtime stories is a great way to encourage your child to develop a love of reading and looking at their school books for a few minutes every day will make a big difference to their progress. It will be very beneficial if you read some books several times, asking your child to find different words on each page and talking about the pictures. We aim to hear your child read and then change their books at least once a week but there may be some occasions when this is not possible.

Years 1 and 2:

A high level of parent/carer involvement is expected with all of the following tasks:

- Reading: We recommend an average of between 5 and 10 minutes per day. Please listen to your child read, discuss what they are reading (to check their comprehension) and keep their reading record up-to-date. *
- Spelling: Help your child to practise their spelling list for a few minutes per day (most days).
- Maths: Children should practise their rapid recall facts for a few minutes per day (most days). Information regarding this will be recorded in your child's home-school record.
- Homework: A selection of tasks will be sent home in homework books each half term. Your child will need to complete a certain number of activities and they will need your support for some of these. Please encourage your child to choose a good variety of activities.
- Extra tasks: Additional tasks may be set from time to time but only if they add value. These tasks may be personalised in line with individual targets.

* A few minutes practising every day will make a massive difference to your child's progress. Talking about the book that they are reading and reading bedtime stories together is priceless. Understanding meaning from the printed word is what reading is all about: talk about the book before you read it; look at the illustrations, the cover, and the title; ask "What do you think it is about?"; talk about the illustrations and the words or ideas that might be in the book; ask about the author and the illustrator. Every week we aim to hear your child read as part of a guided reading session and we will also try to hear them read individually and then change their school books. We will do our best but there will be times when this is not possible.

Years 3 and 4:

A low level of parent/carer involvement is expected with all of the following tasks:

Reading: We recommend an average of 10 minutes per day. Please listen to your child read, discuss what they are reading (to check their comprehension using VIPERS) and keep their reading record up-to-date. *

Spelling: Encourage your child to practise their spelling list for a few minutes per day.

Rapid Recall: Encourage your child to practise their Rapid recall facts for a few minutes per day (most days). Feel free to test your child but stay positive and make it fun. Times tables sheets should be kept in your child's book bag (ask for replacements if necessary).

Homework: At the beginning of each half term, some short tasks may be set and then a selection of tasks will be sent home in homework books. Your child will be encouraged to complete a certain number of activities and they will need your support for some of these.

* We aim to hear your child read at least once a week during a guided reading session and the children are encouraged to change their school books as and when they finish reading them. Most children will have a 'banded' and a 'free choice' reading book at any given time.

Years 5 and 6:

Very little or no parent/carer involvement is expected with all of the following tasks:

Reading: We recommend an average of between 10 and 15 minutes per day. Please listen to your child read, discuss what they are reading (to check their comprehension using VIPERS) and keep their reading record up-to-date. *

Spelling: Encourage your child to practise their spelling list for a few minutes per day (most days). Please encourage them to write them into sentences and use the SPELLING SHED site to practice.

Project work: At the beginning of each half term, some short tasks may be set and then a selection of tasks will be sent home in homework books. Your child will be encouraged to complete a certain number of activities and they will need your support for some of these.

Y6 Revision: Revision booklets and activities will be provided to support your child with their SATs tests which take place in May of Y6.

* We aim to hear your child read at least once a week during a guided reading session and the children are encouraged to change their school books (usually 'free choice') as and when they finish reading them.

Supporting the confident reader

Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. To ensure that the child's reading development continues to move forward, we encourage parents/carers to discuss with their child what they are reading. It is also important that they continue to practise reading aloud in order to develop their expression and intonation.

It is crucial for readers to develop their understanding of the messages the authors give in books, to extend their reading, and share their enjoyment of the book. The questions below could be used and extended to suit individual needs.

- What kind of book is it (fiction, non-fiction, poetry, short-story etc.)?
- Who is the author/illustrator?
- Have you read any other books by the same author?
- What made you choose this book (author, cover, illustration, recommendation etc.)?
- Did you read the blurb before selecting the book?
- Would you recommend this book to your friends?
- Can you describe the characters in the story? Back up your ideas from the text.
- What was the plot line of the story? Was the book as you expected?
- Was there anything you disliked about the story? At what point did you decide you liked/disliked the story?
- Did you notice anything special about the way language is used in this book? Can you give examples?
- Can you describe an exciting moment in the story? Is the story straightforward? Is there more than one story happening at the same time?
- Do we get to know the characters quickly or do they build up slowly through the book?