

West Park Primary School



*Together, Honesty, Respect, Inspire, Valued,
Excellence*

Homework Policy 2024

Approved by Curriculum Committee: 9.7.24

Review July 2025

At West Park we believe that home learning (homework) not only reinforces school learning, but it also helps children develop skills and attitudes that they need for successful lifelong learning. It

supports the development of independent learning skills and helps to foster the role of parents and carers as co-educators of their children.

This policy was written taking into account the most recent research on the effects of homework on the learning and well-being of primary aged children.

Rationale

‘Homework in primary school has an effect of around zero. In high school [secondary] it’s larger. If you try and get rid of homework in primary schools many parents judge the quality of the school by the presence of homework. So, don’t get rid of it. Treat the zero as saying, ‘It’s probably not making much of a difference but let’s improve it’. Certainly, I think we get over obsessed with homework. Five to ten minutes has the same effect of one hour to two hours. The worst thing you can do with homework is to give kids projects. The best thing you can do is reinforce something.’ (John Hattie - Visible Learning, a synthesis of over 800 meta-analyses relating to achievement 2008)

The most recent research, including international research and that from the Education Endowment Foundation, agrees on the following:

- that overall, homework in primary schools does not appear to lead to large increases in learning;
- that effective homework is associated with greater parental involvement and support; • that the broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught in the classroom, are likely to be more effective than daily homework;
- that the purpose of homework should be made clear to children. Aims of home learning
- To consolidate and reinforce knowledge, skills and understanding, particularly in literacy and maths, taught in school.
- To encourage pupils to develop independence and organisation skills along with the confidence and self-discipline required for individual study.
- To provide a context for pupil/parent interaction.
- To provide opportunities for parents to gain an insight into their child’s current attainment and rate of progress.

Roles and responsibilities

Senior Leaders will ensure that homework is:

- An integral part of the curriculum and is planned and prepared alongside all other programmes of learning.
- Appropriate to the age, ability, and circumstances of the pupils, taking into account special educational needs and disabilities.
- Coordinated in order to be manageable for pupils on a daily, weekly, and half-termly basis.
- Informed by research.

Pupils will be required to:

- Demonstrate a commitment to spending an appropriate amount of time completing the tasks set to the best of their ability.
- Present their home learning as they would their school learning, using appropriate pencils or pens as required for the task.
- Return their work on time.
- Speak to their teacher if they have any difficulties with completing their home learning.

Parents/carers will:

- Make it clear to their children that they value home learning and that they support the school with their approach. This includes encouragement and praise.
- Encourage their children to look after their home learning books/sheets and take a pride in their work.
- Monitor home learning and inform their child's teacher if an issue arises.
- Support their children to plan their time and meet deadlines.
- Give teachers any useful feedback which may include: - notes in Reading Records - notes attached to home learning books/sheets - verbal feedback
- Provide a suitable place, away from TV, mobile phones and other distractions, in which home learning can be completed, whether working alone or with an adult.

Teachers will ensure that:

- Home learning expectations are explained to parents and pupils at the start of each year. This will include the day the work will be set and the deadlines for completion.
- Tasks are set and marked in line with school policy.
- Pupils understand the learning purpose of the tasks.
- It is clear to pupils how their tasks consolidate and extend the learning they are doing in school.
- They inform parents if a pattern of avoidance develops or there appear to be any other issues relating to home learning.
- Give parents ideas/strategies on how to help their child if they need support.

Some of our home learning activities do rely on access to a computer. Therefore, we ask parents/carers to ensure that computers with access to the internet are located in a family room where they can monitor their child's use of the internet.

Special educational needs and disabilities

Our expectations apply equally to children with recognised special educational needs and disabilities. Where appropriate, children with SEND will receive differentiated tasks according to their needs, and reasonable adjustments will be made to support and include them. In this way we hope to promote success and learning for all children. Home-school link books are maintained for some children who need extra help and serve to increase the communication between parents and school staff.

Content and expectations

The main focus of home learning will be to develop, practise and consolidate key knowledge, skills and understanding in literacy and maths. This can include: recall of multiplication tables, recall of addition and subtraction facts, completing formal methods of calculation and completing grammar, punctuation and spelling exercises. Some homework is on SeeSaw.

All children should read at home regularly (at least four times per week) to an adult until they can read independently. Once this has been achieved, adult interaction can be reduced and should focus more on discussions about the text and the meaning of new vocabulary rather than on reading aloud. All reading should be recorded in the Home Reading Record. Class teachers provide parents with a bookmark of questions they can ask their children when hearing them read or discussing texts.

| | <i>Maths and Literacy activities will be given to children on a Friday to be returned the following Wednesday.</i> | | |
|---|---|--|--|
| Early Year | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| Speaking homework Reading- reading may include: reading to; reading with; and by a parent, carer/ older siblings, (or looking at picture books and talking about it) Fine motor- Maths SeeSaw – activity focus at home: counting out spoons, ordering items from small to large, rehearsing nursery rhymes etc | <u>Reading daily</u> - reading may include: reading to; reading with; and by a parent, carer/ older siblings. or looking at picture books and talking about it) <u>Practising literacy skills</u> e.g. Reading, High-Frequency Words and Spelling words. <u>Maths</u> – 121 addition facts. Plus questions taken from class tasks to drill & practice of previously introduced skills. Numbots x2 a week MyMaths Y2 | <u>Reading + journal</u> <u>Spellings + rules</u> <u>Number facts</u> - TTRS, times tables, doubles, 121 addition facts. My Maths <u>Drill & Practice</u> of previously introduced skills. | <u>Reading + journal</u> <u>Spellings + rules</u> <u>SPaG</u> spag.com <u>Number facts</u> : TTRS, cubed numbers , MyMaths <u>Drill & Practice</u> of previously introduced skills • Preparation for and completion of classwork as required |
| The purpose of homework is to reinforce what children have already learnt. | | | |

Arrangements for monitoring and evaluation

The Senior Leadership Team will monitor home learning provision by checking that the activities being set to fulfil the requirements of this policy and that the standards produced by the children match those that are expected.