



Homework Policy

Introduction

This homework policy takes into account feedback from pupils, a parent consultation, work with teaching staff and consideration of the latest research.

Rationale

At South Moreton School we want children to have a positive experience of homework and to learn to take increasing responsibility for their own learning. We want to support families to engage with their child's learning.

Aims

Through this policy we aim to:

- Ensure consistency of approach throughout the school.
- Provide opportunities for families, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their families to share and enjoy all types of learning experiences.
- To practise or consolidate basic skills and knowledge, especially in English and Maths.
- Ensure that families are clear about what their child is expected to do.
- To prepare Year 6 pupils for the transfer to secondary school.

The Sutton Trust Research into the impact of homework

The Sutton Trust undertook research into the effectiveness of homework within its Teaching and learning Toolkit¹ and found that setting homework for primary-aged pupils only has '**modest**' benefits. They found that:

1. Overall, homework in primary schools does not appear to lead to large increases in learning
2. Effective homework is associated with greater parental involvement and support.

With the above in mind we, at South Moreton School, believe that the following **five key factors underpin homework** and home learning for our pupils:

- Primary school children cannot be expected to study at home as secondary students may study, nor to work as adults may work. Children spend six hours a day at school and are usually tired or "filled" with school learning by the end of the day.
- The best homework a child can do is "family living" – talking, listening, playing, cooking and sharing interests with family. It is these things that promote learning about life and enhance the values of the child.
- Homework is more effective if children can see that adults are genuinely engaged in the same or similar activity thus providing a model of appropriate attitudes to learning.
- Homework is more effective if adults provide positive feedback to children of their work. This not only encourages further learning but also reinforces success for the child.
- Homework should not cause undue stress on the child, family or the teacher.

¹ Higgins, S., Katsipataki, M., Kokotsaki, D., Coleman, R., Major, L.E., & Coe, R. (2014). The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. London: Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework-primary/>

Types of Homework

Homework can be instigated by teachers and parents. Homework can include reading alone or with an adult, visiting a local museum, investigations, undertaking individual research, learning multiplication tables, learning to dance, or to play an instrument, painting and model making, keeping a diary or writing a letter. We also recognise the **importance of play** and the impact it has on well-being and physical development.

Role of the school

- To provide an explanation of homework tasks to children and, when necessary, families and give guidance about how they might assist their child. This may be by a note with the work or by meeting the parent .
- To set up regular homework in an easily followed routine.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To value all homework contributions.
- To mark homework (marking may take the form of the teacher, TA, peer marking or class marking) and when necessary give verbal or written feedback to pupils.
- If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.
- If a child is absent for a length of time e.g. a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. In such circumstances the teacher should consult the Headteacher.

The school cannot enforce the completion of homework and therefore, will not punish children for failing to complete some, or all of their homework. We will, where possible, provide time for children to catch up during the school day. We will also work to support families whose children are not reading regularly in order to help them build it into their routine.

Children who complete daily reading each week and record this on their bookmarks will be recognised appropriately, as mentioned above.

Work time, rest time and individual interests

Rest time is a vital part of life and children need to be taught the **importance of taking time to relax**. At South Moreton School we are very proud of our pupils' **individual interests, talents and skills**. We encourage families to help their children to develop these at home too, again not forgetting the **importance of rest time and play**.

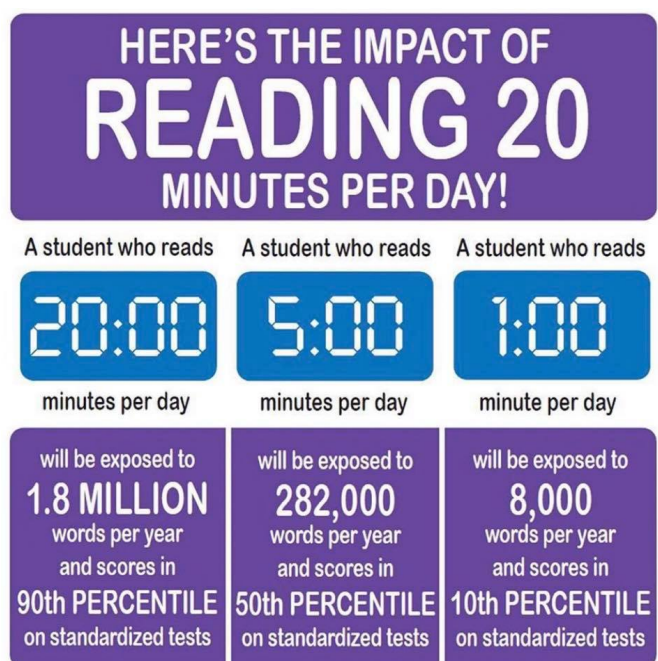
Taking into account the children's busy days, the importance of rest and play, and the pursuit of individual interests, we at South Moreton School believe that academic homework should focus on the **basic skills of reading, spelling and mathematical fluency**. This enables parents to be clear on expectations, share in their child's learning and support their child with school work, but also ensures that children have a balance of activities within their family time.

For those families who wish to base family activities around school topics and **enriching their child's learning**, class teachers will make a variety of suggestions within their half-termly class letters. These activities are **optional**. They will be recognised within the class's usual incentives system (see Behaviour Policy for further information) and celebrated within school.

The importance of reading

At South Moreton School, we believe that **reading is the single most important activity you can share with your child to support their learning**. Research from the Institute of Education (IOE) shows that:

- Children who read for pleasure are likely to do significantly better at school than their peers.
- Children who were read to regularly by their parents at age 5 performed better in all three tests at age 16 than those who were not helped in this way.
- Reading for pleasure had the strongest effect on children's vocabulary development, but the impact on spelling and maths was still significant. "It may seem surprising that reading for pleasure would help to improve children's maths scores, but it is likely that strong reading ability will enable children to absorb and understand new information and affect their attainment in all subjects."



Reading expectations for each year group are outlined in the homework summary table below, and should be **recorded by parents or older pupils** in the pupil's reading record.

Reading records

Reading bookmarks are provided with space for children to record pupils' daily home reading. This is important so that the class teacher can monitor your child's progress carefully, along with engaging in their reading interests and suggesting appropriate books they might like to try.

Children should, when ready, be encouraged to fill these in themselves. We ask that bookmarks are handed to the teacher weekly so we can track progress. Regular readers are celebrated in school in a variety of positive ways.

Bug Club

[Bug Club](#) is an online reading platform full of ebooks, and for Reception and KS1 there are phonics games and also our phonics teaching lessons. Pupils will have a login for the platform, and their teacher will allocate them appropriate ebooks and activities that they can do as extra practice, or they can use it for additional books if they finish the ones they take home. We may also direct you to this platform if a child needs extra practice for support in any areas.

What will be set?

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, several days will be allowed for the completion of a homework task, although the expectation is that most tasks require daily practice.

Homework is **specific to a child's year group** with the exception of the optional enrichment activities outlined within the termly letter, which focus on the shared topic being studied by a mixed-age class.

Homework Expectations Summary

Parents are requested to sign reading records daily, and class teachers will also comment where appropriate. This enables effective partnership between school and families to best support the child's progress at home.

Parents are free to determine how much time they wish to spend on the other homework activities so that it fits in with family life.

Please note: for those families who wish to complete more homework, please refer to the enrichment ideas within the class termly letter on the school website. Children in KS2 are able to access Times Tables Rockstars using their school logins. For those wishing for further practice, sheet-based tasks are available from bookshops.

Y R	• Daily reading and discussing books/stories at home with parent/adult support. Sharing stories together (adults reading with the child counts too!) • Learning phonics and high frequency words to support reading, writing and mathematics.
Y1	• Daily reading and discussing books/stories at home with parent/adult support Sharing stories (adults reading to them too). • Learning phonics and high frequency words to support reading, writing and mathematics.
Y2	• Daily reading and discussing books / stories at home with parent /adult support. Sharing stories (adults reading to them too). • Learning phonics and spellings to support reading, writing and mathematics. • Times table practice where appropriate
Y3	• Daily reading independently or with an adult, along with regular discussion of books / stories with an adult. Details must be written in the reading record and signed by an adult. Sharing stories (adults reading to them too). • Learning times tables (see parent help booklet to support you with this and Times Table Rockstars) • Learning spellings to support reading and writing.
Y4	• Daily reading independently or with an adult, along with regular discussion of books / stories with an adult. Details must be written in the reading record and signed by an adult. Sharing stories (adults reading to them too). • Learning times tables (see parent help booklet to support you with this and Times Table Rockstars) . Once children are secure with times tables, they will move onto more varied mathematical skills. • Learning spellings to support reading and writing.
Y5	• Daily reading independently, along with regular discussion of books / stories with an adult. Details must be written in the reading record and signed by an adult. Sharing stories (adults reading to them too). • Learning spellings to support reading and writing, plus how to apply these. • Learning times tables (see parent help booklet to support you with this and Times Table Rockstars). Once children are secure with times tables, they will move onto more varied mathematical skills.
Y6	• Daily reading independently, along with regular discussion of books / stories with an adult. Details must be written in the reading record and signed by an adult. Sharing stories (adults reading to them too). • Learning spellings to support reading and writing, plus how to apply these. • Developing maths skills and using Times Table Rockstars

Helping you to help your child

We are committed to supporting families with home learning. Please do come and see your child's class teacher if you need any help to make homework time a success, and take a look at the suggestions below to help.

Suggestions for building reading time into a daily routine:

- Keep a few books in the car for "waiting around times" or for ease of grabbing as you're dashing off.
- Instead of reading before bedtime when children (and parents) are tired, try reading together at a different time of day (and get a little extra "parent snuggle time" in too!)
- Have different types of books around that fit different lengths of time you/your child may have: story/chapter book, book with CD (younger kids), a kid's magazine, fact books/world record books

Helping your child with their Times Tables:

[See this guide](#) produced by a local school which has a variety of helpful ideas for building strong multiplication skills.

The children in KS2 have access to [Times Table Rockstars](#) which they use in class to learn their times tables. They can access this from home using their school login details.