



## Aston Clinton School Homework Policy

**What research says:** The Education Endowment Fund reports that research into homework (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>) has mainly been carried out in relation to secondary schools. There is evidence to suggest schools that give homework perform better, but it is not clear that this is due to the homework itself. In addition, gains in relation to primary aged children are seen to be small (+ 3 months).

One benefit of homework is that it can help parents support their children in building positive attitudes towards their education, but it is our belief that this should be balanced with the needs of children to develop other interests and have time to rest.

Evidence suggests that short focused tasks that link directly to current learning and on-going retrieval of prior learning are likely to be more effective than regular daily homework that lacks a specific purpose. The research has also shown a greater impact when it is set in collaboration and when using digital technology. Taking this into account, homework will follow the activities listed below on DB Primary. This will not be marked but will be monitored to ensure that its impact is seen through pupils' on-going learning in class.

**Reading for Pleasure:** Helping children to read and develop 'reading for pleasure' is the single most important thing that parents can do to help with their children's education. If possible, reading should be done every day. It is an excellent way to bring 'screen time' to a close and help settle children into a healthy, bedtime routine. Reading can also be linked to current school topics to support interest and understanding.

**Learn to read:** Each week, children will receive a reading scheme book. These books build skills over time by introducing children to new sentence structures and vocabulary. Parents can worry that these books are not 'challenging', but the schemes are designed to develop language and grammatical structures. If parents feel that books are unsuitable, they should speak to their child's teacher. Generally, children should have scheme books until the end of Year 4, but it is not a 'race' to finish.

**Maths Skills:** Fluency in maths skills (e.g. number bonds, times tables, telling the time) is another aspect that can have a big impact on children's learning. Scientific research has proven that the human brain has limited 'thinking space'; so storing basic facts in the long-term memory helps when working on difficult problems.

The age of the child will determine the application that the teacher chooses. In years 2-4 we ask that the children use TT Rockstars within DB Primary to practice their mental recall of multiplication facts. In years 5-6 the teacher will set termly retrieval practice activities on 'MyMaths' to support the fluency of maths knowledge that the children should have in their long-term memory.

**Spelling:** Children can struggle to learn long lists of spellings. To help, we split the National Curriculum into age appropriate spelling lists and set 5 spellings a week for the children to practice.

**Blog:** In order that the children continue to practice writing for a purpose, each week the teacher will set a Blog activity on DB Primary for the children to respond to. The children should respond to the blog in age appropriate manner.

**Knowledge Organisers:** For some subjects, 'knowledge organisers' are used to set out the main facts and vocabulary that children should learn for topics being studied. Children will be shown how to learn this information by 'self-testing'. The 'KO' will be sent home for pupils to use as an on-going homework task; parents can help by checking their children's recall and understanding of this key information.

**Additional Tasks:** Where teachers see fit, they may suggest short activities that will develop learning from a lesson or pre-empt a forthcoming lesson. These will be added to the DB Primary class page as they occur to keep parents informed.