



## Childwall Church of England Primary School – Homework Policy 2023/2024



### Purpose and Aims

**Purpose:** The core purpose of homework at Childwall CE Primary School is to work in partnership with parents and families to help children develop, consolidate and celebrate their key learning skills and to extend opportunities for all children to become successful, engaged learners. All homework tasks will be linked to classroom work; either knowledge and skills that have just been taught or previous knowledge and understanding which children need to have retained to enable further learning.

**Aims:**

- To ensure that children have short, targeted opportunities to practise key skills in learning outside lessons, eg) reading skills; times tables; spelling patterns;
- To enable parents/carers to have a greater understanding of just what children are learning in school and give opportunities for children and families to discuss and share knowledge;
- To give opportunities for teachers and subject leaders to assess retained 'sticky' learning, to inform next steps planning and progression of skills and knowledge;

### Provision & Rationale

Research studies from EEF (Education Endowment Foundation) have found that the **quality** of homework tasks has greater positive impact on children's learning than the **quantity**. There is some evidence from these studies that the impact of homework actually diminishes as the amount of time pupils spend on it increases. At Childwall CE Primary School, we have worked together as a whole school teaching team to develop a core homework strategy intended to maximise learning benefit, without impacting negatively on family time and opportunities for children to engage in other activities and interests. We have identified specific beneficial homework activities to be assigned in a consistent, manageable format, appropriate to the age and developmental stage of the children. We are also endeavouring to ensure consistency in how much homework parents/carers should expect their child to receive and how long they have to complete it. In doing this, we are trying to help families be able to plan short, focused times for homework, without a negative impact on family life.

**Reading:**

- EYFS (Reception Classes) – Once children are fully settled into school, EYFS teachers will allocate two reading books weekly – one will be a specific decodable book that will directly match phonics learning and one will be selected by your child to be read for pleasure. EYFS staff will give parents/carers further guidance on how to structure short, enjoyable reading sessions with their child.
- Key Stage 1 (Years 1 & 2) – Again, children will bring home two reading books weekly – one will be a specific, decodable guided reading book, matching children's phonics learning, whilst the other will be a 'reading for pleasure' text intended to help build up children's prosody (reading expression) in reading aloud – eg) appropriate phrasing, pause structures, stress, rise and fall patterns, and general expressiveness.
- Key Stage 2 (Years 3-6; and end of Year 2) – The majority of children in Key Stage 2 will be assigned e-books, using our Reading Planets platform. These have the advantage of being longer engaging, animated texts with quizzes directly linked to the reading content. Most children will be assigned a new book every 2 weeks, matched to their reading ability and progress. Children in Key Stage 2 who are still developing their phonic decoding skills will be assigned additional reading to support this – class teachers will let you know if this applies to your child. Please let the class teacher know if you feel assigned books are not a good match for your child. Children also have access to our school library to select books to 'read for pleasure' at home.

**Spelling:**

- EYFS (Reception Classes) Class teachers will give you access to 'tricky words' lists but there is no expectation for formal learning or testing of these whilst children's writing ability is still emerging.
- Key Stage 1 (Years 1 & 2) – Teachers will assign short lists of spellings on a weekly basis. These may be high-frequency words which children use lots in their own writing; it may be specific vocabulary linked to a subject topic; it may be developing children's use and understanding of a specific spelling pattern or common exception words. Children will not be having a specific 'test' relating to these spellings; rather teachers will revisit them frequently in class, throughout the week, to develop deeper long-term embedded learning.

- Key Stage 2 (Years 3-6; and end of Year 2) – Children will be assigned a specific spelling and/or grammar activity on a fortnightly basis – this will be linked to the learning taking place in school and is matched to our revised fortnightly timetable for teaching of English.

**Maths:**

- Year 1 – Teachers will assign a weekly activity to enable you to share that week’s learning with your child and for your child to practise and reinforce learning to ensure confidence and understanding
- Years 2- 4 – Children will be encouraged to frequently access Times Tables Rockstars as part of each week’s homework expectation to develop rapid recall and confidence in times tables, essential for children to be able to access more complex maths learning as they progress through school.
- Years 5-6 – Teachers will assign activities to develop children’s knowledge and rapid recall of other numerical facts eg) squared numbers, prime numbers, cubed numbers, factors etc.. Again, confident knowledge and recall will enhance children’s confidence and ability to access more complex maths learning moving forwards.
- Whole school – each half term, our maths subject leaders will design a Whole School Maths Challenge for families to look at maths in the real world.

**All other subjects:**

- Years 2-6 – Subject leaders in each of the curriculum subjects have created ‘Mastermind Quizzes’ to assess what children have remembered from previous learning. These will be assigned on a rolling programme throughout the school so that each subject is, on average, accessed termly. Staff will use data trends from these quizzes to inform future planning to ensure children are systematically building upon previous ‘sticky’ learning. If children are not accessing and completing these ‘Mastermind Quizzes’ at home, school leaders will build in time during lunch breaks for these to be completed to ensure the children have the same opportunities as their peers.

Children in Year 2 and Year 6 may also be given workbooks to help them to practise and consolidate previous learning likely to be assessed in end of key stage statutory assessments. By building some of these exercises into homework activities, it ensures that children can still access a full broad, motivating curriculum within class; it also enables parents/carers to be kept fully aware of the age-specific expectations for these statutory assessments.

**Accessing Homework**

- Homework will be assigned on class pages on the school website
- As identified above, some homework will require access to various learning platforms – Reading Planets, Spelling Shed, Times Tables Rockstars, Google Classroom – parents/carers should let school know if your child does not have a device to access these and we will seek to support
- School policy is to ensure that families have a week for homework to be accessed and completed; this is to allow you to plan homework around other family commitments and activities.

**Monitoring, Evaluation and Improvement**

Senior leadership and subject leaders will be monitoring the impact of our revised homework strategy, feeding this back to our governing body. We welcome any feedback from parents/carers and will also be consulting children to ensure that our homework offer is manageable and motivating and has a beneficial impact on children’s learning.