



Longman's Hill Community Primary School



Statement on Homework

Following a consultation with parents (July 2017), and taking into account research on the lack of impact on pupil progress from homework given in primary schools (EEF), we have made the decision to remove compulsory written homework across our school.

We do appreciate that parents use homework as a way in which to find out what their child is learning about and how well they are doing. Some parents also feel that homework given in upper key stage two prepares children for the demands of high school. Research shows this is not the case. However, we have put procedures in place to ensure that parents are kept well informed about their child's learning in school.

We strongly believe that reading is a key life skill; not only does it enable children to access the wider curriculum, it also prepares them for future life. We expect children to read at home on a regular basis; daily if possible. Parents should make a note in the child's planner when they hear their child read and the frequency with which this happens will be monitored in school. We hope that by alleviating the pressure of written homework, children will have more time to read at home.

We expect the children at our school to work very hard throughout the school day. It is important for children to get time to participate in other out of school activities in order to become well-rounded individuals. Again, we hope that by removing the pressure of homework, children will have more free time to do other things or spend time with their family.

What school will do:

- We will send home a weekly slip which will outline what children have learned about in literacy and mental maths. It will also have an 'Ask me about....' question which you can ask your child, to open up a conversation about something else they have been learning about eg 'Ask me about Tudor Kings and Queens'.
- Every few weeks, our children complete a hot task in writing. This is an independent piece of work which they do at the end of a literacy unit. We will send home a copy of your child's hot task so that you can see how they are doing in literacy.
- We will introduce a half termly, whole school maths newsletter which will give you more information about what we are doing in maths.
- We will continue to offer the parent workshops for phonics and maths so that parents can find out about how we teach these subjects in school.
- We will ensure that you are able to see your child's books at every parents evening.
- In Y1 we will send home some phonics activities when appropriate to ensure readiness for the Y1 phonic screening check in June.
- In Y2 and Y6, we will send home more regular, structured homework when appropriate to support children in sitting the SATs tests.
- Word lists with the key spelling words (national curriculum list) will be sent out at the start of the school year (in KS1 and KS2). Children will not be tested on these words in school; we will send them home so that parents can work on them if they choose with their own child.

The words on the lists are words which children should be able to spell independently by the end of Y2, Y4 and Y6.

- At the IEP meetings, which take place in school, we will ensure that teachers give parents simple ideas of practical things they can do at home to support their child in meeting the targets set during the meeting.
- We will expect children to continue to read on a regular basis at home; this will be the only weekly homework set (apart from in the key year groups already mentioned). We will continue to monitor the frequency with which children read through the school reading challenge. Parents should continue to use the planners to record any reading.
- We will send home an OPTIONAL spidergram which will have some activities the children may choose to complete. Some of the things on offer will be topic based, allowing children to use their creativity to demonstrate what they have learned over the half term. Some of the things will be 'life-skills' and we will tailor these to the age of the children in the class. We hope that these activities will inspire the children to try new things and continue to develop their creative thinking. Children who submit any work or evidence of completing a skill based activity, will get written feedback from their teacher. The feedback will reward the effort that children put into these activities; evidence shows that rewarding effort reaps more benefits than rewarding attainment. The spidergram will be sent home termly, with two 'hand-in' dates given to the children (one in each half term) for anything they have chosen to complete.
- In EYFS, children will get a weekly newsletter which will have an optional home task on to complete if you wish in addition to the reading.

What parents can do:

- Hear your child read on a regular basis, daily if possible. Record any reading completed in their planner.
- Attend parents' evenings (or for children on the SEN register, IEP meetings) termly so that you are aware of how well your child is doing and what they need to do to improve.
- Talk to your child about what they have learned in school, using the 'Ask me about...' questions as a starting point.
- If your child chooses to complete homework off the spidergram, support them but encourage them to complete activities independently.

What children can do:

- Read at home, if possible to an adult, every day.
- Work hard in every lesson, be resilient and have the courage to ask for help if you get stuck.
- Have a go at completing some of the topic/ life-skills homework if you choose; be creative!

Recap

The only compulsory homework that we expect children to do is read on a regular basis.

In addition we will:

Set OPTIONAL topic / life skill homework x 2 per term

Send spellings lists home at the start of the year which can be learned at home (OPTIONAL)

Send additional work home when appropriate in key year groups where national assessments take place (Y1, Y2 and Y6)

