



Kehelland School Homework Approach 22/24

At Kehelland Village School we understand that Homework can be a useful and productive tool for ensuring children learn at the best rate possible. It allows parents and teachers to work together to build positive habits into children's routines which will enable them to become lifelong learners.

Current research of multiple studies shows that the average impact of homework is positive across both primary and secondary school. There is, however, variation behind this average with homework set in primary school having a smaller impact on average (see below).

The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases.

Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.

Other findings of current research shows:

Studies in secondary schools show greater impact (+5 months) than in primary schools (+3 months).

Similar positive effects are found for reading, mathematics and science.

Most homework set is individual, studies involving collaboration with peers have higher effects (+6 months), though the number of studies is small.

Studies involving digital technology typically have greater impact (+ 6 months).

Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. When implementing homework class teachers aim to:

Consider the quality of homework over the quantity.

Use well-designed tasks that are linked to classroom learning.

Clearly set out the aims of homework to pupils.

Understand and address any barriers to completion, such as access to a learning device or resources.

Explicitly teach independent learning strategies.

Provide high-quality feedback to improve pupil learning.

Monitor the impact homework on pupil engagement, progress, and attainment.

Homework expectation across the school:

LONGSHIPS CLASS	<ul style="list-style-type: none">• Practice letter sounds 4 times a week• Read reading books at least 4 times per week (10/15 mins)• Phonics homework linked to the phonics teaching each week• Half termly learning challenge based on foundation subject, may be creative. <ul style="list-style-type: none">• Y1 and Y2 also expected to learn common exception words for a spelling test each week
TREVOSE CLASS	<ul style="list-style-type: none">• Reading at least 4 times a week for approximately (15/20 mins)• Spelling work set on EdShed each week (20 mins)• Times Tables learning using Maths Rockx/TTRock stars each week (20 mins)• Half termly learning challenge based on foundation subject, may be creative.
TATER DU CLASS	<ul style="list-style-type: none">• Reading at least 4 times per week for (20/30 mins)• Weekly spellings to learn (15 mins a day)• Weekly times tables or fluency based maths/times tables (20 mins)• Weekly maths problem solving or writing task (30 mins)• Half termly learning challenge based on foundation subject, may be creative <ul style="list-style-type: none">• Y6 Children will receive SATS homework weekly, which will involve independent study around a subject and then tested during the week. This may be with the use of study and revision guides.

Children will be able to ask their child's teacher for clarification or help during the school day. Some children will need this schedule adapting for SEN or to overcome barriers such as not having a space to do homework in at home. Similarly, some children will need further homework to focus on a specific skill or to add additional challenge and stretch. This should be discussed and arranged with your child's class teacher on a one to one basis.

Children will have a homework book which they can use to do their learning in, these guidelines will be stuck in the front to remind everyone of the Kehelland expectation. Presentation is expected to be of a high standard and repeatedly losing the book will incur a charge to replace it.

Homework will be marked in line with our Whole Class Feedback Approach.