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## HOMEWORK POLICY

### 1. Aims of the policy:

- > To clarify CMATs key values and beliefs with regard to homework
- > To support participation in broader skills and experiences outside of school
- > To promote stronger partnership between school and home
- > To promote parent/carers engagement in their child's learning

### 2. Introduction

Homework can have a mixed impact on pupils, their families and ultimately their academic progress. Research around the benefits of homework in primary school is also mixed. The Education Endowment Foundation notes that; 'Overall, homework in primary schools does not appear to lead to large increases in learning.'<sup>i</sup>

### 3. Mental Health and Wellbeing

Whilst, some families value regular, set homework, when Trust schools were surveyed they reported that many families found homework an intrusion into family life and/or a source of conflict in the home and an unwanted cause of stress and anxiety for pupils. CMAT believe that children need to balance their learning with relaxation, family time and an opportunity to pursue their own interests and passions.

We would like our pupils to develop a sustainable balance between studying and relaxation that will protect their mental wellbeing and physical health as they grow and develop. Through our Primary Entitlement books, focus on Physical Education, Outdoor Learning and our Scouting programme we promote engagement in a wider curriculum and we are keen to promote this outside of school too. Parents play an important role in supporting their children's learning 'levels of parental engagement are consistently associated with better academic outcomes.'<sup>ii</sup>

### 4. Workload Concerns

In response to concerns over teacher workload the Department for Education produced a workload reduction tool kit<sup>iii</sup>. The reduction of marking, especially marking that has little if any impact, and the better use of technologies are two areas that school leaders are encouraged to review. This policy is designed to have a positive impact of teachers' workload in both respects.



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## 5. Supporting your child's learning

### 5.1 Communication

The role of parents/carers and families in the development of language and literacy skills of their child cannot be underestimated. Children without strong communication and language skills are likely to find mastering the fundamentals of reading harder as well as having a significant impact on their wider academic and social participation. <sup>iv</sup>

### 5.2 Speaking and listening

'Language is the vehicle for learning' <sup>v</sup> Talking and listening to children is vital for their literacy development. We encourage parents to discuss their child's learning with them using the regular curriculum information, including vocabulary, sent by their school to start a discussion about what they have been learning, their findings and ideas.

### 5.3 Phonics

When pupils are learning to read there are two crucial things to learn:

- > the sounds represented by written letters
- > how to blend the sounds together to make words

Synthetic Phonics is a way of teaching reading. Pupils are taught to read letters or groups of letters by saying the sound(s) they represent – so, they are taught that the letter 'l' sounds like 'llllll' when we say it. Children can then start to read words by blending (synthesising) the sounds together to make a word. For information on how to support child at home with phonics: <https://www.oxfordowl.co.uk/pages/what-is-synthetic-phonics>

### 5.4 Developing a love of reading for life

Children need good reading skills to access the wider school curriculum and also to make sense of and engage with communication in their everyday life. We believe that even more importantly pupils should gain pleasure from reading and choose to make reading a part of their future. Not only do they need secure phonic skills they also need to understand and engage with what they are reading. Parents can support their child's comprehension skills by listen to them read, or reading to them, and discussing the text.

### 5.5 Mathematics

In order to make links between what they are learning in the classroom and everyday situations children need to see the relevance of maths. Parents/carers can support this by talking about and drawing attention to maths in everyday activities such as, when shopping and using money, telling the time, measuring when cooking etc.



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There are also some more formal skills that all children will benefit from such as learning times tables, your child's teacher will give you information about how to support them with this along with online resources that can be accessed at home.

## 6. Personalised Learning

There are times when pupils just need a little extra support in a particular area and where parents/carers can work with teachers to offer specific help for their child. This is best planned and discussed directly with the child and the parents so that all parties are clear about how to support the child in their learning. This might happen several times for some children, and not at all for others.

## 7. Research/Preparation

On occasions you might choose to support your child with research before, or during, a new theme/topic. This could include researching the theme/topic together on the internet, sharing a book on the subject or even a family visit to somewhere relevant. The important aspect of sharing research activities with your child is the discussions that you have with them, talking about their understanding of the subject and broadening their vocabulary.

## 7. Summary of support ideas for parents/carers:

- > Attend parent sessions run by your child's teachers
- > Talk with your child
- > Practice phonic sounds and numbers
- > Read regularly with your child
  - Suggested EYFS/KS1 10 minutes a day
  - Suggested KS2 20 minutes a day
- > Encourage them to talk about and use everyday maths skills
- > Engage with personalised learning when appropriate.

## 8. School commitment to supporting parents with home learning:

- > Regular topic/theme curriculum maps shared with families
- > Topic/theme relevant vocabulary shared with families
- > Knowledge organisers shared with families
- > Phonics sessions for parents
- > How to support reading session for parents including ideas for comprehension questions
- > Maths sessions for parents
- > Online resources available



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## Document Control

### Changes History

Version	Date	Amended By	Details of Change
V3	03/10/19	Tamsin Little	Complete re-write

### Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	

### Equality Impact Assessment

Date	Name	Details

### Research/Reference

- i. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/#effectiveness>
- ii. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>
- iii. <https://www.gov.uk/government/publications/ways-to-reduce-workload-in-your-school-tips-from-school-leaders>
- iv. [https://educationendowmentfoundation.org.uk/news/5m-fund-to-support-early-years-home-learning/?mc\\_cid=0653951f5a&mc\\_eid=96db0cdebef](https://educationendowmentfoundation.org.uk/news/5m-fund-to-support-early-years-home-learning/?mc_cid=0653951f5a&mc_eid=96db0cdebef)
- v. [https://www.thecommunicationtrust.org.uk/media/2147/all\\_together\\_now\\_-\\_section\\_2.pdf](https://www.thecommunicationtrust.org.uk/media/2147/all_together_now_-_section_2.pdf)