

Bengeo Primary School Homework Policy 24/25

Homework helps to reinforce classroom learning. It enables parents/carers to actively engage in their child's education. In addition, it helps to teach essential life skills such as time-management, organisation, resilience and responsibility. There are some key areas of learning which benefit from frequent practice in order for children to become fluent. These include reading, spelling and number facts including times-tables. It is also important to recognise that there is some evidence, especially at primary level, that the positive impact of homework diminishes or worse, creates negative views of education as the time devoted to it increases. Therefore, our expectation for all children is:

Daily reading including book talk, weekly practise of relevant spelling and number facts.

The school recognises that holidays are very important times for families. Therefore, homework is avoided at these times. However, if parents/carers would like to prepare pupils or encourage their interest and curiosity in topics coming up, they can refer to the **curriculum maps** on the school's website. The curriculum maps provide broad descriptions of what will be studied across the academic year for each of the 12 national curriculum subjects and in sufficient detail for parents/carers who wish to provide enriched experiences, for example, visits to art galleries, museums, libraries. If teachers are aware of experiences from which the children will benefit, for example, an upcoming documentary related to a topic, they will inform children via Google Classroom. The best way to reinforce and enrich the curriculum at home, for all subjects, is to **read and talk**.

Bengeo Primary is a reading school. Therefore, daily reading with family members is a priority for all year groups. This should include children reading aloud to the adult, listening to the adult reading, discussing books or other reading material, enjoying new or borrowed books as well as re-reading old favourites. The Department for Education has recently produced the following research which reinforces the school's policy:

"Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere. Without this, they cannot experience 'the exquisite joys of immersion in the reading life.' Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and *across the curriculum*." (The Reading Framework, DfE)

Further research published by the DfE asserts that children who are never read to will naturally have exposure to 4,500 words by the time they are 5 years old compared to 300,000 if their parents/carers read with them daily. The expectation of daily reading is why we ask that parents (and children in Key Stage 2) record children's reading in reading records for teachers to check weekly.

One of the best ways to help children's knowledge to become 'sticky' is to **talk about the school day**, the lessons, any interesting facts or activities, any challenges, the feelings invoked, the funny moments, even the dull moments. This process of recalling and having an informal chat over a meal, in the car, on the walk home, about their learning will help to make it more secure (sticky). So, parents, when you ask your child about their day, please don't accept a shrug or a grunt!

Pre-learning can benefit some children, giving them the vocabulary and confidence to participate in lessons. If this is considered to be the case by your child's teacher, they may suggest some pre-learning videos (often BBC Bitesize) on Google Classroom. Pre-learning activities also happen at school during assemblies for children with identified need.

Schoolwork is *not* provided for children **absent from school due to family events** such as funerals or weddings. If parents/carers believe it is appropriate for their child to attend funerals, they should be focussing on the child's, and their own, wellbeing. For happier occasions, such as weddings, the child should be fully involved in the events if the parents/carers believe it is important for them to attend. There are occasionally times when the school will provide online learning for children who cannot attend school but this will need to be discussed with and agreed by the headteacher.