

Parent Forum: Homework

Aims:

Explain the purpose of homework

Share research

Provide tips for effective support

Gather parental feedback

Why Do We Set Homework?

- Reinforces learning from class.
- Builds independence and responsibility.
- Provides a link between school and home.



Aims:

- To ensure consistency of approach throughout the school
- To help pupils to take responsibility for their own learning, through the encouragement of self-discipline
- To promote independent learning
- To identify that learning is not a skill that is restricted to school but is part of our everyday lives
- To support parents and carers to have a focus for engaging in their children's learning

Marking:

Teachers are not expected to mark homework but it is checked and acknowledged. The teacher maintains a record of who is completing homework and will communicate with parents/carers if pupils do not complete homework.

Rewards:

Pupils who regularly complete all homework fully will be given Trackit points and their efforts celebrated in assemblies.

Responsibilities:

It is our expectation that the school, pupils and parents are all equally responsible for the completion of homework. At Gilbert Colvin we have daily, weekly and termly homework expectations.

Daily homework tasks will consist of short regular activities such as reading aloud to an adult or practising spellings. Weekly homework will be set by teachers on a Friday and is expected to be completed by the following Tuesday. Termly curriculum projects will be set for pupils to complete during a half term break.

A homework club will be provided to assist anyone with accessibility issues.

Inclusion:

All pupils have access to homework that is relevant to their current stage of learning and it will provide the appropriate challenge for individuals. We aim to provide suitable and appropriate learning opportunities for all regardless of age, gender, ethnicity, needs, disabilities or abilities.



Homework Expectations Per Learning Phase:

EYFS		
Time	Area	Task
Daily	Reading	1 x Read levelled RWI book 1 x Read along for pleasure book
	Phonics	High frequency words and sounds book
Weekly	Read Write Inc. Phonics	Weekly activity links given
Fortnightly	Maths	A piece of Maths homework will be sent home fortnightly. Other suggested activities to do at home.
Termly	Project/Creative	Suggested trip to a place of interest Outside learning Cooking together
Key Stage 1		
Time	Area	Task
Daily	Reading	2 x Read levelled RWI book or 1 x Accelerated Reader book 1 x Read along for pleasure book
	Phonics / Spellings	High frequency words and sounds book / spelling words given by class teacher
Weekly	Phonics (Year 1)	Read Write Inc. activities set
	Spellings	Spelling Shed activities
	SPAG	Answer set questions on www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together



Key Stage 2		
Time	Area	Task
Daily	Reading	Accelerated Reader book
	Spellings	Spelling Shed activities
	Times Tables practice	TTRS (Times Tables Rock Stars)
Weekly	Reading	Accelerated Reader quiz
	SPAG	Answer set questions on www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together Media/Computing Project



What Does the Research Say About Homework?

EEF Research on Homework

- The **EEF** ranks homework as a moderate-impact strategy with a low cost. Their analysis suggests that homework can have a positive impact on learning when it is meaningful and purposeful, but that this impact varies depending on age, task type, and quality of the homework set.
 - **Primary school students:** For primary-aged children, the EEF found that the impact of homework on academic progress is typically **small**. The impact is more substantial in secondary education where students have developed stronger study habits and independent learning skills. Low impact (+2 months progress on average).
 - **Recommendations:** The EEF suggests that homework for younger children (primary school age) should be limited in duration and focused on consolidating key skills or extending learning in a manageable way. They recommend regular and consistent feedback on homework to increase its effectiveness.

Source: *Education Endowment Foundation (EEF), Teaching and Learning Toolkit: Homework, 2020*



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Hattie's Findings on Homework

- **Effect Size of Homework:** In his meta-analysis, Hattie found that **homework** for primary school students has a **small effect size of 0.29**. This is considered a moderate effect size according to Hattie's interpretation, where an effect size of 0.4 is seen as the threshold for a strategy to have a significant impact on learning.
 - **Implication:** The effect size for primary students indicates that while homework can have some impact, it is not as strong as other teaching strategies or factors. Therefore, the type, quality, and frequency of homework should be carefully considered to maximize its effectiveness.
- **Secondary vs Primary School:** For secondary school students, the effect size for homework is higher (0.64), suggesting that homework becomes more effective as students develop stronger independent learning skills.

Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*.

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>



What Does the Research Say About Homework?

- **Cooper, H. (2006):** A meta-analysis by Harris Cooper on the effectiveness of homework found that, across various studies, homework has a **positive correlation** with pupil achievement, but the effect is stronger for older students. For younger children, the benefits were less pronounced, with primary-aged students showing only a **small to moderate effect**.
 - **Implication for Primary Schools:** The research suggests that the quantity and difficulty of homework should be carefully considered for younger students.
- **Reddy, P. (2021):** A review of homework practices in primary schools highlighted that homework that is **meaningful, relevant, and appropriately challenging** can help reinforce learning and build essential skills like time management and responsibility. However, when the homework is too difficult or not aligned with classroom learning, it can lead to **frustration and disengagement**.

Source: Cooper, H. (2006). The Battle Over Homework: Common Ground for Administrators, Teachers, and Parents. Source: Reddy, P. (2021). A Review of Homework Practices in Primary Schools: Challenges and Implications.



What Does the Research Say About Homework?

Effectiveness and Best Practices

- **Impact of Task Type:** Research suggests that **practice-based homework** (e.g., practising maths problems or reading) has a stronger positive impact on academic progress than assignments requiring higher-level thinking (e.g., essays or projects). Primary-aged children benefit from repetitive, focused practice on core skills.
- **Homework Feedback:** Studies show that **timely and specific feedback** on homework can significantly enhance its effectiveness. Homework that does not receive feedback or is not reviewed by the teacher can be less impactful.
- **Parental Involvement:** Some studies highlight that **supportive, non-intrusive parental involvement** in homework can foster a positive learning environment. However, overly involved parents can inadvertently hinder a child's development of independence.

Source: Kohn, A. (2006). *The Homework Myth: Why Our Kids Get Too Much of a Bad Thing*. Source: Kvaløy, J. (2017). *Parental Involvement in Homework and Academic Achievement in Primary School*.



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What Does the Research Say About Homework?

Considerations for the Impact of Homework on Wellbeing

- **Pressure and Stress:** Research has shown that **excessive homework** can contribute to feelings of stress, anxiety, and burnout, particularly among primary-aged children. Some studies suggest that children who spend too much time on homework may experience lower levels of motivation, reduced enjoyment of learning, and less time for other important activities like physical exercise or family interactions.
- **Quality Over Quantity:** The amount of homework given is less important than its quality. Excessive amounts of homework, particularly in primary schools, may result in diminishing returns in terms of academic progress and overall wellbeing.

Source: Galloway, M., Conner, J., & Pope, D. (2013). *Nonacademic Effects of Homework in Privileged, High-Performing High Schools*. Source: Turgut, S. (2019). *The Effects of Homework on Elementary School Students: A Meta-analysis*.



What Does the Research Say About Homework?

Key Takeaways:

- **For Primary Schools:** The overall effect of homework on academic achievement in primary schools is modest. While small amounts of focused, relevant homework can consolidate learning, too much homework may not yield significant academic benefits and can cause unnecessary stress.
- **Best Practices:** Focus on short, manageable tasks that reinforce classroom learning. Homework should be purposeful and feedback should be provided to ensure it supports pupil development.
- **Balance:** It's important to strike a balance between reinforcing academic skills and ensuring that children have enough time for leisure, physical activity, and family interactions, which are essential for their overall development and wellbeing.



Top Tips

- Establish a routine.
- Create a quiet, distraction-free space.
- Encourage and praise effort.
- Provide resources like dictionaries and calculators.
- Communicate with teachers when needed.



FAQs About Homework

Q: What if my child struggles?

A: Encourage their best effort and let the teacher know if it's too challenging.

Q: How can I help without doing the work for them?

A: Provide a quiet space, ask guiding questions, and praise effort.

Q: What if homework clashes with family time?

A: Speak to us for flexible solutions.

Q: What if my child can't access the online homework?

A: Speak to your class teacher about giving an alternative piece of homework or sign up for the homework club at school.



Useful Website Links

['Meet the Teacher' Presentations](#) – information about your child's class and their learning for the year

[Curriculum](#) – subject pages explaining the intent, implementation and impact for each subject as well as the long term plan (Y1-6) and progression map

[Curriculum Overview](#) – a complete overview of the curriculum from Nursery to Year 6

[Half Termly Curriculum Maps](#) – a detailed breakdown of learning for each year group

[Recommended Reads](#) – recommended books for children from Nursery to Year 6

[Reading at Home](#) – Expectations, suggested comments for reading records, and questions to ask your child



Parental Feedback

Paper homework – handwritten pieces

Spelling and Handwriting – opportunities for practice

Incentive – at times no feedback, consistency with feedback. Is it verbal?

Preparation for SPAG test? Teaching the children how to write answers

More writing opportunities – free writing

Challenge – using methods taught in class. How do parents know what these are?

Worked examples – this would be useful for parents so they can support their children

Due date – this needs to be made clear

Consult pupils about homework – ask them for their opinions