

## Homework at The Vineyard 2024-2025

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.

### The Research

What Makes Home Learning Effective?

According to the **Education Endowment Foundation**:

- studies in secondary schools show home learning has greater impact (+5 months progress) than in primary schools (+3 months progress)
- these positive effects are found for reading, mathematics and science
- studies involving digital technology typically have greater impact (+ 6 months progress)
- for homework to have a positive impact, it must be directly linked to prior learning that has happened in class
- in addition to this, for homework to impact a child's progress, it must be carried out alongside an adult

**Cathy Vatterott (2010)** identified five fundamental characteristics of good homework: purpose, efficiency, ownership, competence, and aesthetic appeal.

1. **Purpose:** all homework assignments are meaningful & students must also understand the purpose of the assignment and why it is important in the context of their academic experience (Xu, 2011)
2. **Efficiency:** homework should not take an inordinate amount of time and should require some hard thinking
3. **Ownership:** students who feel connected to the content and assignment learn more and are more motivated. Providing students with choice in their assignments is one way to create ownership
4. **Competence:** students should feel competent in completing homework. In order to achieve this, it's beneficial to abandon the one-size-fits-all model. Homework that students can't do without help is not good homework
5. **Inspiring:** A well-considered & clearly designed resource and task impacts positively upon student motivation

At The Vineyard, homework activities vary between Reception, KS1 and KS2, including but not limited to home reading activities and more directed and focused recall activities (which are supported by digital platforms).

### Purpose

This policy provides a framework to support children, families and teachers with the implementation and management of homework. There are potential benefits of homework in a primary school setting, when the homework is closely linked to the curriculum being taught in class, digital platforms are made available to support fluency and it is carried out alongside an adult. This policy seeks to promote these benefits within a flexible, but consistent and clear framework. This policy aims to promote balance and curiosity in the lives of our children and to foster positive, lifelong learning and study habits.

### Rationale

This policy has been informed by:

- analysis of current academic research
- reflection and input from all staff members and Governors about the effectiveness of previous home learning policies at our school and a survey from families

### Reading

In Reception, Year 1 and Year 2, daily phonics practice and rehearsal of reading red words is expected. In all year levels, daily reading at home is an expectation of each child. This expectation will be established and reinforced by your child's class teacher. The minimum expectation may range from ten minutes for Reception children and up to 30 minutes of reading for Year 6 children with an adult (both reading and being read to).

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
10 - 15	10 - 15	15 - 20	20 - 25	25 - 30	30+	30+

**Reading is the most important homework that we set. Research shows that vocabulary acquisition and non-fiction reading has the greatest impact on a child’s attainment across the curriculum and future success.**

Daily home reading is the cornerstone and focus of our approach to homework.

### Mathematics

In EYFS and KS1, children will be allocated a specific 1-minute maths fact to practise at home daily for 5-10 minutes (e.g., subitising level 2 or addition level 5). This free application is our recommended tool for families to assist their children in honing and practising their fluency in subitising numbers, number bonds, and adding and subtracting. Little and often practice is the key to developing strong maths fluency and long-term retention. Year 2 will also receive Times Table Rock Stars (TTRS) login details to practise the 10, 2, and 5 times tables.

In LKS2, children will receive Times Table Rock Stars (TTRS) login details to practise times tables daily for 5-10 minutes. This website/application is our recommended tool for children to hone and practise their multiplicative fluency. In Year 3, the focus is on the 3, 4, and 8 times tables. In Year 4, all times tables up to 12 x 12 are prioritised. Little and often practice is the key to developing strong maths fluency and long-term retention.

In UKS2, children will receive weekly maths homework, either a worksheet or online, directly linked to recent prior learning. This will be handed out every Monday and must be completed by the following Monday. Where possible, children should complete this homework with an adult at home. UKS2 children will continue to have login access to Times Table Rock Stars (TTRS).

### Learning at home

For maximum impact, parents are encouraged to assist their children with learning at home (see table below).

Homework in EYFS	Homework in KS1	Homework in LKS2	Homework in UKS2
Reading & phonics in reading records	Reading & phonics in reading records	Reading in reading records	Reading in reading records Year 6 comprehension homework from January
Daily number fluency (1-minute maths)	Daily number fluency (1-minute maths)	Daily multiplicative fluency (Times Table Rock Stars)	Weekly worksheet or online homework linked directly to recent prior learning
--	Spelling practice for a spelling test in line with spelling patterns taught in class Y1: 6 words (autumn 2) Y2: 8 words	Spelling practice for a spelling test in line with spelling patterns taught in class Y3: 8 words Y4: 10 words	Spelling practice for a spelling test in line with spelling patterns taught in class Y5/6: 10 words

Digital homework to support fluency			
<a href="#">1 minute maths White Rose</a>	<a href="#">1 minute maths White Rose</a>	<a href="#">Times Table Rock Stars</a>	<a href="#">Times Table Rock Stars</a>
--	<a href="#">Spelling Shed (optional)</a>	<a href="#">Spelling Shed (optional)</a>	<a href="#">Spelling Shed (optional)</a>

### **Reading record books**

Every child in the school will receive a reading record. Each time a child reads with an adult at home or in school a comment should be added by the adult who is with them.

Things to notice and comment on (some suggestions):

- your child's intonation - rhythm, characterisation, emphasis, volume and expression
- your child's predictions of what might happen next
- are there any words they found particularly difficult (either sounding or understanding the meaning) – can you write these down together to practise reading at home?
- their approach to a word they find challenging
- can your child recall the main events in the story so far?
- who is their favourite character and why?
- what main facts have they derived from the book?
- have they asked any questions about the book?

In Reception and KS1, children will be sent home with a RWI phonics book, and also a library book for reading for pleasure at home. Please ensure their reading record book is in their bag each day.

In KS2 the reading records will be stamped weekly in order to check frequency of reading, adult comments and to see how well the book is matched to the child. For years 2, 3 and 4 at least one comment in your child's reading record should be about the '*Collins Big Cat Book*' that they have taken home that week.

### **Principles and practices**

The homework program at The Vineyard Primary School requires the participation and support of children, families and teachers. The following principles and practices outline the roles and responsibilities of all parties.

Children are expected to:

- read every every day at home as outlined by the timetable above
- use 1-minute maths or TTRS website to practise number fluency in mathematics
- discuss any problems with homework tasks with the relevant teacher

Families are expected to:

- support their children to read at home every day (before or after school), as outlined by the timetable above
- ensure your child's homework book is brought back to school on a Monday (where applicable in your child's year group)
- support their children to use the digital platforms when applicable to their child/ren (Spelling Shed, 1-minute maths and TTRS website)
- discuss any questions with the class teacher
- provide an appropriate homework environment to carry out assigned task (e.g. quiet space without distraction)
- display an interest in their children's homework and the progress they are making
- contact the relevant teacher to discuss any challenges their child/ren are having with any learning tasks

Teachers are expected to:

- establish and maintain high expectations for home reading within their class at their year level and provide direction by monitoring the book(s) each child is currently reading
- set up homework books to have homework expectations, spelling games, list of the week's spellings in the front, maths/reading assignment (for Years 5/6 only) and the spelling test marked in the back of each child's book
- support the administration of accessing the website(s)/APPS
- timetable 30 minutes on a Monday for a spelling test, mark test and maths work from prior week and children set up their next homework
- outline expectations of how the homework is going to be used in class, reflected upon and/or assessed
- discuss homework with children and, when necessary, with parents
- identify children that would benefit from attending a weekly homework club and communicate to homework club lead

