



Context

Our Homework Policy should be read in conjunction with our Teaching and Learning Policy and Reading Policy. At St. Ebbe's our aim is for children to leave primary school with a burning **curiosity** to learn and know more with a strong sense of **connection** to their personal passions and interests along with a firm grounding in the skills needed to acquire knowledge.

Our approach to setting homework reflects the wish to ensure that children remain inspired to learn throughout their primary education, are able to make the most of opportunities to learn outside of school, and that time at home is an opportunity to play, to pursue personal passions as well as practise key skills such as **reading, spelling and number facts** that need more repetition to embed than school allows.

Our Homework Policy is based on the following principles:

1. A strong partnership and understanding between home and school is essential to a child's progress and parental involvement in learning at home is key.
2. Family time, time to play and time to pursue personal passions and interests at home is central to a child's wellbeing.
3. The ability to read and comprehend is the key to children's success at secondary school and in later life.
4. There are key skills which require more repeated practise than time at school allows in order to master them, that are needed most frequently and are the basis of developing further knowledge (reading and number facts).
5. Homework is proven to be more effective with older children than in their younger counterparts. This is typically because they are more able to self-regulate their learning and have more knowledge to draw upon.
6. Our curriculum approach often results in children feeling inspired to pursue related learning at home (either from their own ideas or as suggested by their class teacher via Termly Newsletters and Knowledge Organisers) which they are welcome to share at school.

Policy

Early Years/Year 1

Parental involvement is essential

- Daily reading recorded in reading journal (preferably with an adult/older sibling)
- Practise words provided by class teachers
- Practise counting and number bonds as illustrated by the class teacher (supported by programs such as Numbots)
- Learn facts on Project Knowledge Organisers/Use the 'Feeling curious' section to further knowledge

Years 2-4

Parental involvement is essential

- Daily reading recorded in reading journal (preferably with an adult/older sibling)
- Practise counting number bonds and times tables as illustrated by the class teacher (supported by programs such as Numbots / TimesTable Rock Stars)
- Practice of spelling words in Log Book
- Learn facts on Project Knowledge Organisers/Use the 'Feeling curious' section to further knowledge



Year 5

Parental involvement is desirable but not essential. If your child needs additional practise with any of the skills below, please do continue to help them practise

- Daily reading recorded in reading journal (to an adult/older sibling or independent)
- Counting and continuing to practise/rehearse times tables (supported by programs such as TimesTable Rock Stars)
- Practice of spelling words in Log Book
- Learn facts on Project Knowledge Organisers/ Use the 'Feeling curious' section to further knowledge

Year 6

Parental involvement is desirable but not essential. If your child needs additional practice with any of the skills below, please do continue to help them practise

- Daily reading recorded in reading journal (to an adult/older sibling or independent)
- Counting and continuing to practise/rehearse times tables (supported by programs such as TimesTable Rock Stars)
- Practice of spelling words in Log Book
- Learn facts on Project Knowledge Organisers
- One piece of work to practise something from class (set on paper or via Google Classrooms)
- SATs revision books (from February)

All children

- Optional tasks as suggested in Termly Project Newsletters
- Anything of interest related to project learning or the child's own interests

How will we know it's working?

- Attainment and progress data
- Child surveys - engagement
- Parent annual survey

For more information ...

Rethinking Homework

[vatterott2009_samples.pdf \(ascd.org\)](#)

[If They'd Only Do Their Work! - Educational Leadership \(ascd.org\)](#)

[Tips on reading books with your child | Words for Life](#)

[readtoyoungchild.pdf \(education.vic.gov.au\)](#)

[Reading for pleasure | Oxford Owl](#)

[Why Learn Times Tables? | The National College](#)

