

The Ryde School

Homework Policy



Reviewed: February 2021
Next Review: February 2025

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Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning and it is recognised that learning at home is an essential part of a good education.

A common rationale for the provision of homework is to improve achievement and raise standards. While improved achievement does correlate with homework in the later years of schooling, research suggests that such benefits are not significant in the primary years. A review of the research literature concerning homework revealed the following main points about the effectiveness of homework in raising achievement at primary school (Year R to Year 6) level:

- Homework has more effective outcomes as children get older.
- Homework has limited value in the primary school years.
- Homework does not translate to higher achievement until secondary school.

Michael Carr-Gregg (2004), an adolescent psychologist, says that homework is not a means to ensure success and there is no evidence to support the idea that it lifts standards.

Cooper's (1994) review of homework studies concludes that 'in elementary school, homework had no effect on achievement'.

Four key factors underpin homework for The Ryde Primary School children:

1. Children are not little adults and therefore cannot be expected to study at home as adults may study, nor to work as adults may work. Children spend six hours a day at school and are usually tired or "filled" with school learning by the end of the day, that homework must be kept to a minimum and of a light, relaxed nature.
2. The best homework a child can do is "family living" – talking, listening, playing and sharing interests with siblings and parents. It is these things, which promote learning about life and enhance the values of the child. Adults should give family time to children.
3. Homework is more effective if children can see their parents genuinely engaged in the same or similar activity thus providing a model of appropriate attitudes to learning.
4. Homework is more effective if adults provide positive feedback to children of their work. This not only encourages further learning but also reinforces success for the child.

We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children.

Types of Homework

At The Ryde School we see homework as a range of activities that may, or may not, be based on school learning. The following list gives a few examples:

- Reading with a parent/adult.
- Telling the time, using money.
- A family outing e.g to a gallery, museum, place of interest, walk in countryside/park.
- Learning parts for an assembly or production.
- Going swimming.
- Playing board games.
- Completing jigsaw puzzles.
- School based tasks set by the Teacher.
- Undertaking individual research for a project.
- Being an active member of a sports club or youth organisation.
- Playing imaginative games.
- Learning to ride a bike.
- Cooking, gardening, making things.
- Playing word games.
- Ensuring children have opportunities to: cut, glue, stick, colour, paint, draw, make models.
- Fostering a love of playing music.
- Learning number facts and tables.
- Playing games that develop physical skills.
- Building models e.g. Lego, blocks, K'nex.
- Using Purple Mash online learning tool

Homework should not be a chore and children should see it as an extension of their learning. Homework time will vary in duration and frequency according to the age, interests and physical condition of the individual child. As such no set homework time is identified. However, we see reading as vital to a child's progress and development and recommend reading regularly with/and to your child regardless of age or reading capability.

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