



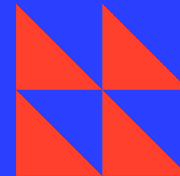
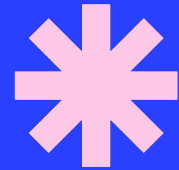
**Cashmere
Avenue School**

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Homework at Cashmere Avenue School

Using Evidence to inform our Policy
and Practice

Author/Teacher Name
Date



Welcome!

We're grabbing this opportunity to share some of the thinking and learning we've been doing about homework:
It's purpose, value and what the research tells us makes a positive difference for children

What we could mean by 'formal homework';

- Homework sheets with a variety of tasks that the whole class takes home
- Projects (e.g. make a...)

Equipping learners to explore
and thrive together.



How we 'feel' about homework

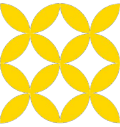
We all have different beliefs, feelings and experiences with homework:

For some parents, you enjoyed doing homework as a child...
Others found it stressful and problematic!

Some families have time and space in their lives for regular 'homework' time
Others don't.

Some families see homework as a way of learning routines, self discipline, and
'good preparation' for children's future schooling.

Others see the primary school years as an opportunity to play, explore and have
a go with lots of different activities in their out of school time.



...and lots of us feel a mixture of all of the above!



What does the Research Say?

John Hattie (NZ Educator and Researcher) in *Visible Learning (2008)*

meta-analysis of the effect of different factors on learning and achievement

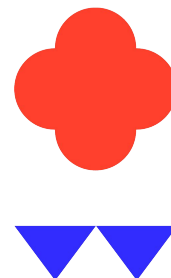
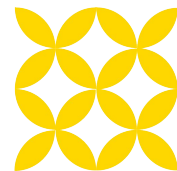
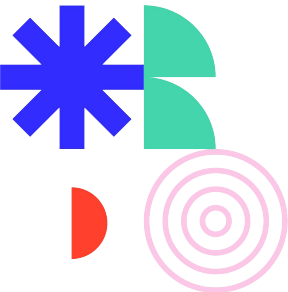
- Homework in primary school has an effect size of around **zero** (ie not positive or negative impact)
- In high school it has a larger effect
- Five to ten minutes of homework has the same effect of one hour to two hours
- The worst thing you can do with homework is give kids projects.
- The best thing you can do is to reinforce something you've already learnt.

Some of the negative effects of homework are:

- stress on the family- parents and children!
- reinforcing errors/misunderstandings
- forming a negative view on learning
- overexhausting an already tapped out brain

The Child's Brain

- Critical period of brain development 2-7 yrs
- Best time to lay a 'holistic' foundation
 - Developing a love of learning
 - Curiosity!
 - Growth Mindset- mistakes are good!
 - Providing breadth of experiences
 - Variety of activities-music, sport, arts...
 - Paying attention to emotional intelligence
 - Developing a language for our feelings
 - Developing kindness, empathy, teamwork...
 - Best time for some learning
 - Best time for learning another language
 - Best time to develop musical knowledge



The value of reading to your child

- Supported cognitive development- lays down neurological pathways
- Improved language skills
- Developing a special bond with your child- fires more neurons when we're snuggled up reading together
- Opportunities to develop empathy and emotional awareness
- Increased concentration
- Improved imagination and creativity
- Cultivating a lifelong love of reading

Younger children-
language pathways
in the brain

Older children-
social/emotional
themes and
conversations

Is homework the best use of school learning time?

- Currently around 50% of children complete homework tasks on a regular basis
- Teacher non-contact time creating the work- at least 30 minutes
- Class time setting up/marking- at least 30 minutes
- A range of feelings about homework-staff, students, families!
- We could use that extra hour planning and delivering relevant class learning for everyone

What our Policy says at the moment

Home Learning

At Cashmere Avenue School we do not set formal home learning.

We encourage our students to be active outside school hours, and our parents to help their children by:

- creating a supportive environment for juniors' daily reading
- encouraging middle and senior students to read for pleasure and information
- listening to them talk about things that interest them
- giving them the opportunity to help at home, and
- encouraging them in their interests.

Syndicate teams may choose to set home learning, however this may need to be in negotiation with the teacher. For example, if a student has a number of interests they are committed to during the week, it would be unsuitable to require that student to fit home learning into their week.

What we'd like to do from now on...

- Align our weekly routines with what we say in our policy- ie that we do not set formal homework. Instead we:
- Encourage you to think about what's important to spend time on in your family
- Encourage your connection to school learning e.g. when we ask children to talk about things (family history etc) at home
- Encourage you to think about your child's holistic development:
 - Providing ample time for children to rest and play
 - Developing a love of learning
 - Providing breadth of experiences
 - Paying attention to emotional intelligence
 - Not seeing primary school as a precursor to 'real' learning but as an opportunity to grow the brain whilst in its best zone- music, languages, arts...
- Encourage any 'homework' you might do to be the stuff that has a positive impact-
 - 5-10 minutes a day
 - Reinforcing what they've already learnt e.g. talking about what they are learning in class
 - Developing a love of books, reading for the joy of it
 - Connecting in and revisiting school learning through Seesaw, and (in Team 3 and 4 onwards) via Google Classroom

So we would like our policy to read:

At Cashmere Avenue School we do not set formal home learning.

We encourage our students to be active outside school hours, and our parents to help their children by:

- creating a supportive environment for ~~junior~~ reading
- ~~encouraging middle and senior students to read for pleasure and information~~
- listening to them talk about things that interest them and what they are learning
- giving them the opportunity to help at home, and
- encouraging them in their interests, and to have a go at new interests

But it's up to you!

Once a child leaves our school gates each day, you're in charge of the decisions around what they do

If you have a strong feeling about providing regular homework tasks and you think your child will benefit from them:

- Studyladder etc helps reinforce their class learning*
- Mathseeds for Years 0-2 is a great resource they use in class as well
- We will provide Heart Word lists on our website, the teacher can tell you which list to start on
- Bookstores like Whitcoulls have a range of homework activity books

Our vision



Equipping learners to explore
and thrive together

