



# An East Sheen Story: Homework



## Our Story

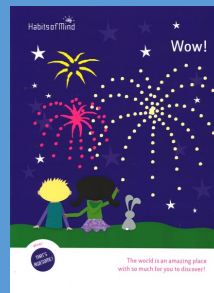
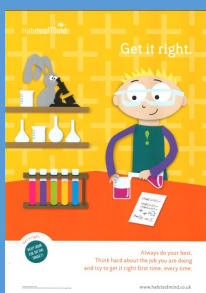
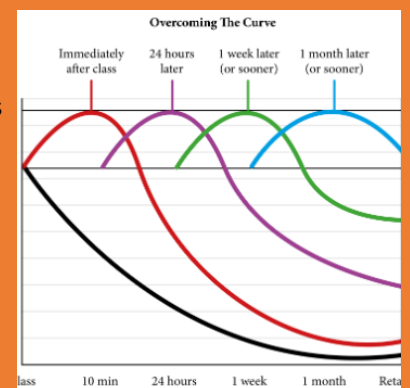
In 2024, we have been excited to review our homework policy. Our approach to homework has always been that it should be a fun way for children to consolidate what is being taught in the classroom, giving children the opportunity to revisit key learning, as part of securing knowledge in their long-term memory. In fact, much of our curriculum design is based on evidence to support children build their knowledge in ways that overcome the ‘forgetting curve’. Interleaving questions from previously taught topics, as well as making explicit links between old and new learning helps children to do more and remember more. Homework plays an important part in this, as it gives opportunities for children to practise and revisit what has been taught in class.

However, most research suggests that homework in itself has quite a limited impact in pupil learning. Research from the Education Endowment Foundation, for example, recognises that homework has a much smaller impact on learning in primary school pupils compared to secondary school pupils, and that ‘homework that is linked to classroom work tends to be more effective’. This is why we set pupils in Key Stage 2 Mathletics homework tasks that link to the mathematics topics the children are covering in school.

The Organisation for Economic Co-operation and Development’s (OECD) research also shows that home learning in early childhood is most impactful when it focusses on key English and mathematics skills. This is why we have such a focus on supporting reading for pleasure for all children, and why regular reading forms the major part of our English homework expectation. Did you know that the OECD’s research names early reading performance as a better indicator of success at GCSE than any other pupil attainment measure (for example the KS2 SATs)? It is also why we focus on ‘Key Instant Recall Facts’ with all children through the school in mathematics, so that essential number knowledge is consolidated into children’s long term memories through work both at home and in school.

Children learn all the time and in a variety of ways. Pupil wellbeing is essential to success at school and the ability to learn, so we recognise that time away from school gives an important opportunity for children to play, relax and explore. That is why homework at ESPS should never be onerous or cause difficulty for children or parents. We support incidental learning, too, recognising the opportunities that a walk in the park, or helping with the supermarket shop or baking can bring to pupil learning.

You can find out more about our homework policy and the ‘Key Instant Recall Facts’ on our website.



## Thinking Schools—Habits of Mind

*Homework supports many of our Habits of Mind. For example, it supports pupils to ‘use your knowledge’ and helps them to ‘get it right’. It also supports a mindset that ‘learning is forever’, and those learning opportunities while out at play after school can often be found in ‘Wow!’ moments.*