



# Homework Offer

An evidence-based approach to effective homework

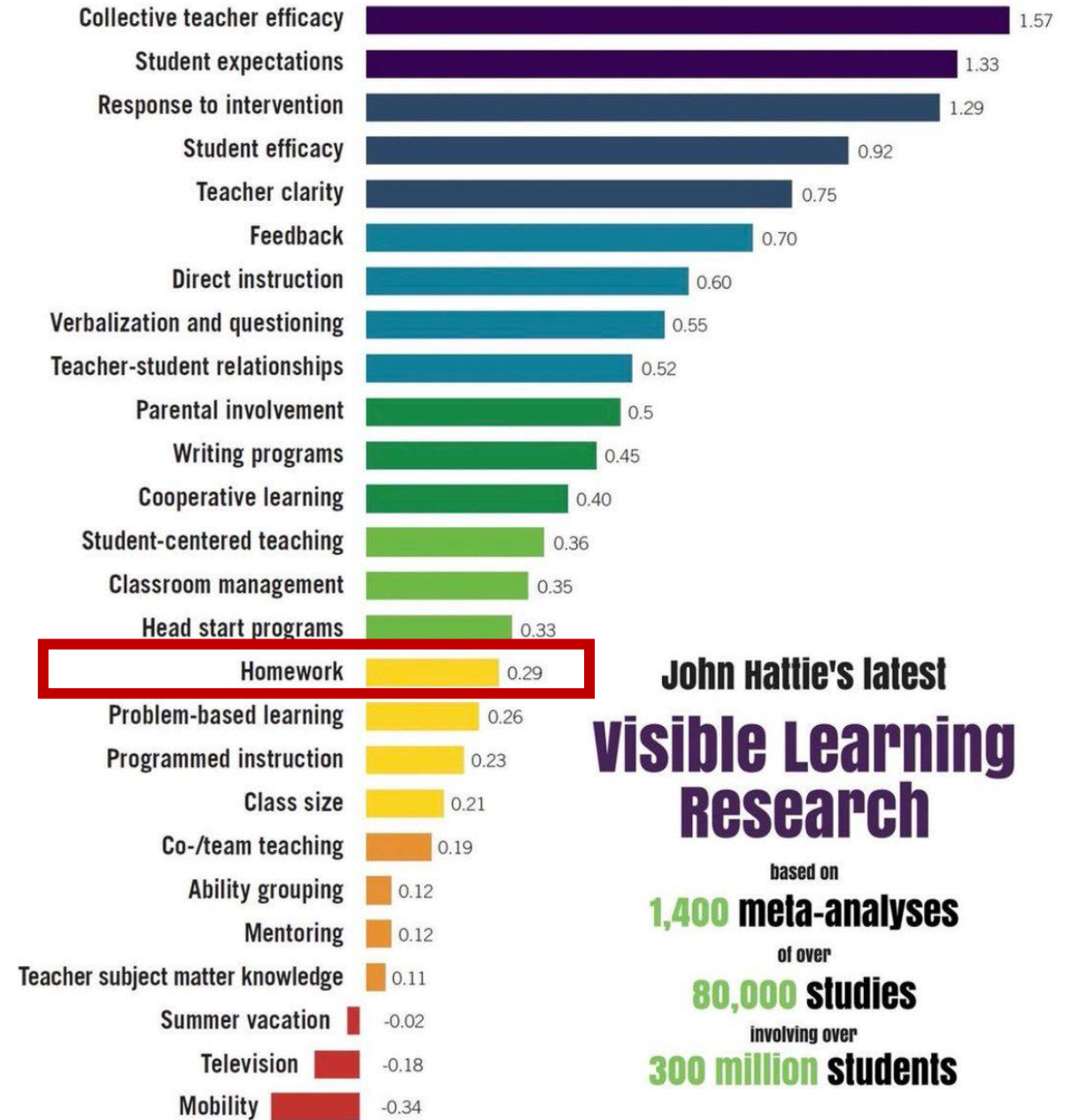
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# John Hattie's Visible Learning

Homework in primary schools has a very low effect size (0.29).

“The influence of homework on learning outcomes in primary education is negligible.”



# Education Endowment Foundation (EEF)

Homework in primary schools provides **low or no impact** on pupil progress, estimating only an additional two months' progress over the course of a year, which is marginal.

The EEF also points out that the **quality** of homework is crucial:

*"Routine, mechanical tasks do not contribute significantly to learning."*



# Why less effective in primary?

**Developmental Differences:** lower self-regulation, time management, and motivation.

**Cognitive Load:** excessive cognitive burden on young learners. Introducing out-of-school tasks can lead to frustration or disengagement.

**Parental Involvement:** In the primary years, homework often necessitates a high level of parental involvement, leading to inconsistent outcomes (discrepancies in effective support - time, skills, resource etc).

**Opportunity Costs:** Families sacrifice other important activities for homework (unstructured play, social activities, or family interaction etc).

# Counterpoints and Nuances

- Some research\* suggests that short, well-designed homework tasks focused on reinforcement of basic skills (such as reading or arithmetic practice) may have modest benefits for younger children. However, these benefits tend to be marginal compared to other factors such as quality of classroom instruction.
  - Homework may also have non-academic benefits, such as fostering responsibility, work habits, or time management skills. However, there is limited evidence as it is difficult to measure.
- Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of Educational Research*, 76(1), 1-62.
  - Trautwein, U., Niggli, A., Schnyder, I., & Lüdtke, O. (2009). Homework assignments, motivation, and learning preferences: The importance of homework characteristics. *Learning and Instruction*, 19(5), 435-447.

# Current Recommendations

- Limiting or eliminating homework for primary school pupils.
- Replacing homework with ***home-based reading*** or ***activities that encourage curiosity and learning*** without being overly prescriptive.
- If assigned, ensuring that homework is ***short, meaningful, and aligned with classroom instruction***, rather than busy work.

# Bishop Wood Homework Offer

	Tasks	Maximum Time
<b>Weekly</b>	<ul style="list-style-type: none"> <li>• Pupils read daily for up to 30mins. Please listen to your child read aloud a minimum of three times a week.</li> <li>• Weekly open-ended maths challenge or writing activity in homework book.</li> </ul>	3 hours a week (including time spent reading).
<b>Half-Termly</b>	<ul style="list-style-type: none"> <li>• Half termly project linked to the curriculum.</li> </ul>	3 hours per half term.



# Guide to approaching open-ended questions

These tasks are designed to take no longer than 30-minutes to complete.

Do not panic: tasks are designed for you to share only ***what you have learned*** or ***what you already know*** about a topic.

Be as creative as you can in sharing your understanding.

# Guide to approaching open-ended questions

- 1. Read the Question Carefully** Look for **key words** that tell you what the question is really asking.
- 2. Think About What You Know** Take a moment to think: *What do I already know about this topic?* - jot down a few ideas or keywords to help you get started. Decide on **3-4 main points** you want to include in your answer. Add examples, details, or reasons to make your answer strong.
- 3. Start Writing Clearly** Example: If the question is "Tell me all you know about place value," you might start with, "Place value is important because it helps us understand...". Write in full sentences and try to **keep your ideas organised**.
- 4. Use Examples and Details** Use key vocabulary in your **written and drawn examples**. For example, if you're talking about place value, you might say, "In the number 4,562, the 5 is in the hundreds place, so it's worth 500."
- 5. Check Your Work** When you finish, read your answer out loud (or in your head) to make sure it makes sense. Check for any **spelling or grammar mistakes** and correct them if you can.

3. Example of responses to the weekly Open-Ended Question task

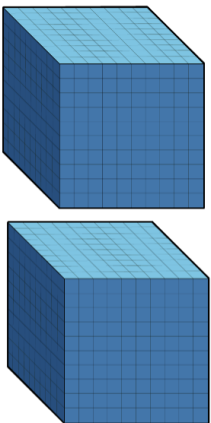
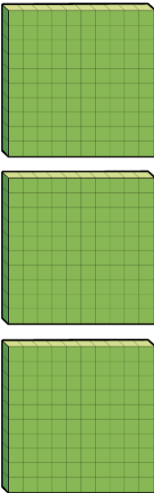
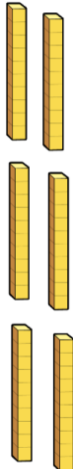
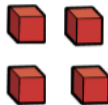
TASK: Using pictorial and abstract examples, share your understanding about place value.

Year 5 Response

(responses can be hand-written)

Place value of a whole number:

2,364

Th	H	T	O
			

2 thousands

$$1,000 + 1,000 = 2,000$$

3 hundreds

$$100 + 100 + 100 = 300$$

6 tens

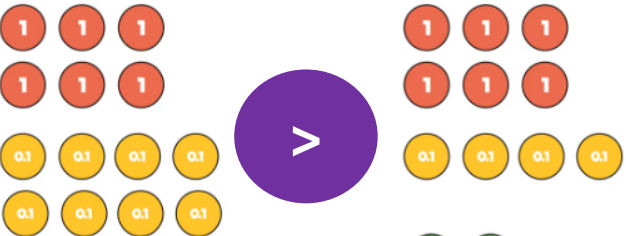
$$10 + 10 + 10 + 10 + 10 + 10 = 60$$

4 ones

$$1 + 1 + 1 + 1 = 4$$

Place value is the numerical value of a digit.

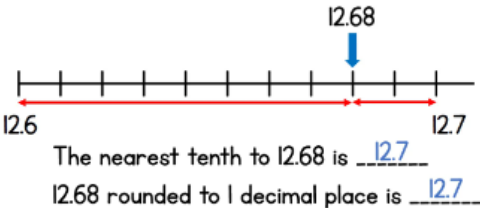
Comparing numbers



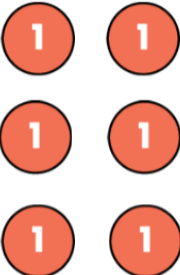


6.8

6.42

Rounding to the nearest tenth: 12.68



Decimal numbers: 6.42

O	Tth	Hth
		

Expanded Form:  $6.42 = 6 + 0.4 + 0.02$

Partitioning:

Ones:  $6 \times 1 = 6$

Tenths:  $4 \times 0.1 = 0.4$

Hundredths:  $2 \times 0.01 = 0.02$

### 3. Example of responses to the weekly Open-Ended Question task

TASK: Use the picture below to show your understanding of characterisation.

#### Year 6 Response

*(responses can be hand-written)*

**The Character's Outfit:** The character wears a yellow jumper decorated with pineapples and has rolled-up pink-striped trousers. This outfit might suggest she's creative, unique, and perhaps a bit quirky. It shows she's not afraid to mix bright, cheerful colours and patterns, which might hint at an imaginative personality.

**The Tools and Work Area:** She has tools scattered around—a hammer, wires, a floating sphere, and a robotic dog with parts detached. This setup implies she's an inventor or a mechanic, someone who likes to build or repair things, especially futuristic or robotic items. The glowing cube in her hands might be something she's working on or fixing.



**The Setting:** She's working outdoors in a scenic area with mountains, trees, and rocks. This setting could indicate that she's adventurous, possibly choosing to work in nature rather than a workshop or lab, suggesting she enjoys the freedom and quiet of the outdoors.

**The Robotic Dog:** The robotic dog next to her looks partially disassembled. It might be her creation or a companion she's fixing. Its presence suggests she's comfortable with technology and maybe even has a close relationship with her inventions.

#### Example narrative, focusing on characterisation:

The sun was beginning to dip behind the mountains, casting a soft, pink glow across the clearing. Mari adjusted her goggles, peering down at the glowing cube in her hands. This was her latest challenge—a power source for Bolt, her loyal robotic dog, who lay patiently beside her, one metal paw stretched out and wires loose.

Mari carefully connected two wires, watching the cube flicker to life. Sparks danced around her fingertips, lighting up the evening air as she grinned with satisfaction. "Hold on, Bolt," she murmured, glancing at her dog. "This should have you up and running in no time." With one last twist of her wrist, the cube hummed, and Mari knew she was on the brink of another brilliant success.



### 3. Example of responses to the weekly Open-Ended Question task

TASK: Use the picture below to explore who the character is.

#### Year 3 Response

*(responses can be hand-written)*

**Her Clothes:** The girl is wearing a bright yellow jumper with pineapples on it so she could be a playful and cheerful because of the happy colours.

**The Place She's Sitting:** She's working outside, with trees, mountains, and rocks around. She might like being outdoors while she works, maybe because she enjoys nature.



**Her Tools and Robot:** There are lots of tools and parts around her, and she's holding a glowing cube. This might mean she likes to build things or fix things. The robot dog lying next to her could be something she made or is fixing.

**The Robotic Dog:** The robot dog is lying down, looking a bit broken. Maybe it's her friend, and she's trying to fix it so they can play or go exploring together.

The girl sat outside, holding a glowing cube in her hands. She looked closely at it, with a little smile on her face. All around her were tools and bits of metal, and her robot dog was lying next to her, waiting. She wanted to fix the robot dog so it could move again. Carefully, she put the cube inside, hoping it would work. "There you go, friend," she whispered. The robot dog's eyes blinked open, and it wagged its metal tail, ready to go on another adventure with her.

4. Example of half-termly project task

Briefing of the following:

- Task
- Date of project celebration
- In-school coverage

Half-Termly Homework Project - Year 4

Theme: Ancient Egypt

As we enter our new history topic, below are a number of ideas for creating your project. Please do not feel that you have to complete one of the ideas below, if you have another one in mind. Remember to be creative and ensure that your project is engaging.

On Monday 21<sup>st</sup> October 2024, we will be displaying all of your projects around the classroom and sharing our learning to celebrate your efforts.

In school, we will be exploring the following key questions:

- How do we know about the Ancient Egyptians?
- Why were settlements built along the banks of the River Nile?
- How was society organised in Ancient Egypt?
- How were women treated compared to other societies?
- How did Egyptians reach the afterlife?
- Why is Tutankhamun so well remembered?
- Who built the pyramids and how?
- Who did the Egyptians battle and why?
- How did Ancient Egypt end?

Examples of tasks  
Suggested ideas only.

<p><b>Task 1: Create a River Nile Map</b></p> <p><b>Goal:</b> To understand the importance of the River Nile in Ancient Egypt.</p> <ol style="list-style-type: none"><li>1. Draw a simple map of Egypt, showing the path of the <b>River Nile</b>.</li><li>2. Use labels or colours to show where <b>Ancient Egyptian settlements</b> were located along the Nile.</li><li>3. Write a short paragraph explaining <b>why you think the Egyptians built their towns and farms along the Nile</b> and what benefits they might have gained from it (hint: think about water, food, and transportation).</li></ol> <p><i>Materials:</i> A4 paper, coloured pencils, markers</p>	<p><b>Task 2: Design Your Own Egyptian Society Pyramid</b></p> <p><b>Goal:</b> To learn about how Ancient Egyptian society was organized.</p> <ol style="list-style-type: none"><li>1. Draw a <b>large pyramid</b> and divide it into different sections.</li><li>2. Label each section with the different <b>social groups</b> in Ancient Egypt, such as pharaohs, priests, scribes, farmers, and slaves.</li><li>3. Add a few sentences or drawings to show what life might have been like for each group. For example, the pharaoh might have a golden throne, while farmers might be growing crops.</li></ol> <p><i>Materials:</i> A4 paper, pencil, and coloured pencils</p>	<p><b>Task 3: Egyptian Gods and the Afterlife Collage</b></p> <p><b>Goal:</b> To explore Ancient Egyptian beliefs about the afterlife.</p> <ol style="list-style-type: none"><li>1. Research or imagine what <b>Egyptian gods</b> looked like and what they represented.</li><li>2. Use cut-out pictures, drawings, or magazine images to create a <b>collage</b> of Egyptian gods like Osiris, Anubis, or Ra.</li><li>3. Write a few sentences describing how Egyptians might have believed the gods helped them <b>reach the afterlife</b>.</li></ol> <p><i>Materials:</i> Paper, glue, scissors, old magazines or printed images, coloured pencils</p>
<p><b>Task 4: Build a 3D Pyramid Model</b></p> <p><b>Goal:</b> To understand the construction and significance of pyramids.</p> <ol style="list-style-type: none"><li>1. Use materials like <b>cardboard, paper, or sugar cubes</b> to build a <b>small pyramid model</b>.</li><li>2. Add details like a "hidden chamber" or "secret passage" to show where you think the pharaoh's tomb might have been.</li><li>3. Write a short explanation of <b>who built the pyramids</b> and why they were so important to Ancient Egyptians.</li></ol> <p><i>Materials:</i> Cardboard, scissors, glue, or small building materials like sugar cubes</p>	<p><b>Task 5: Create a Story of Tutankhamun's Tomb Discovery</b></p> <p><b>Goal:</b> To understand why Tutankhamun is well remembered today.</p> <ol style="list-style-type: none"><li>1. Write a <b>short story</b> (half a page) from the perspective of an explorer finding Tutankhamun's tomb.</li><li>2. Include details like <b>what you see, what treasures you find</b>, and how you feel as you uncover the hidden tomb.</li><li>3. Add a drawing of what you imagine the inside of the tomb looked like.</li></ol> <p><i>Materials:</i> A4 paper, pencil, coloured pencils</p>	<p><b>Task 6: Create a Fact File on the End of Ancient Egypt</b></p> <p><b>Goal:</b> To gain a basic understanding of the end of Ancient Egyptian civilization.</p> <ol style="list-style-type: none"><li>1. Research or imagine reasons why you think <b>Ancient Egypt eventually ended</b>.</li><li>2. Make a <b>fact file</b> with at least <b>three key points</b> that describe how and why this ancient civilization may have declined.</li><li>3. Include a small picture or symbol that represents the end of an era, like a broken pyramid or an empty throne.</li></ol> <p><i>Materials:</i> A4 paper, pencil, coloured pencils</p>