



FOREST ACADEMY AND ELVEDEN
CEVA PRIMARY ACADEMY



Homework Survey

Many thanks to the large number of parents who responded to our homework survey. We had over 100 forms returned and some of those forms represented two or more children in one family. Overall, we were very pleased with the very positive comments which reflect how supportive you are and your understanding of the importance of homework to help your child achieve. Below we have provided an overall taste of the comments.

Over the next few weeks we will be adjusting our homework policy but as we explained before, homework is here to stay as the government and Ofsted continue to focus on its role in raising standards of achievement.

Type of homework	General overview of comments
Daily reading	<ul style="list-style-type: none">• Overall consensus is that regular reading is important.• Many people said it was enjoyable for adults and children.• As children get older parents were less likely to hear children read, but that does not mean they are not reading.
Weekly spellings	<ul style="list-style-type: none">• Overall consensus is that learning to spell is important.• Some people thought spellings were not useful words or the child did not know what they meant. We are provided with lists of spelling patterns and words that children are expected to be able to spell from the government and these act as a guide for future tests. The guidance is given as a year by year programme to ensure progression. Children are tested through the new government Spelling and Grammar tests so we need to prepare them.• A few people suggest getting the children to use the words in a piece of writing to demonstrate understanding.

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Reading comprehension	<ul style="list-style-type: none"> Many parents said they and their child struggle with reading comprehensions. This is why we regularly set these tasks as many children can read/decode words but do not think about the meaning of the text. Reading comprehension tests are how children are assessed, not just by the school but by the government. To improve your child's comprehension skills you need to talk about stories/reading all the time. Challenge your child to invent some comprehension questions for you from their reading. Ask them what they think and why.
Learning a poem/song	<ul style="list-style-type: none"> There was a clear divide on this one. We think carefully chosen poems and songs that might teach something e.g. times table songs, can make a pleasant change. Most children enjoy rhyming or funny poems. Most parents recognised the value of learning poems and songs for assemblies and performances
Free writing, writing journals, stories	<ul style="list-style-type: none"> Some children love free writing, others struggle without prompts and clear instructions from the teacher
Learning number facts e.g. X tables	<ul style="list-style-type: none"> The majority of parents recognise the importance of learning, and knowing times tables. We need to think of ways to make it easier and more enjoyable. Many parents felt the 'Mental Maths' questions were too difficult.
Written maths e.g. practising calculation methods, problem solving	<ul style="list-style-type: none"> Many parents were very positive about written maths homework but a few were concerned that they did not know the methods taught in school. We are currently running sessions to help demystify the different strategies taught in school.
Topic research	<ul style="list-style-type: none"> Many parents pointed out it is important to encourage children to develop independent learning, particularly as they get older. Some parents were concerned that research is time consuming. A small number said they did not have the Internet and felt this prevented their child from topic work however much of the research done in school is actually from books.
Making/doing e.g. make a puppet, cook a cake	<ul style="list-style-type: none"> Many parents were very positive about this, recognising how much children enjoy these activities.

	<ul style="list-style-type: none"> • Some said they did not have time or resources. • Some parents were concerned that it becomes competitive (not sure if they were talking about the adults or the children!). • Many pointed out that children learn lots of important skills from these activities.
Overall:	<ul style="list-style-type: none"> • Some parents did not want homework over the weekend. We believe giving homework out on the Friday and having a Wednesday return deadline gives people a choice of when to do it. We cannot give a full week to return homework as it is impossible to have it marked before giving out the next batch. • The reason we send it out altogether on the Friday is so that all sheets can be put in the homework folder. Collating this is a time consuming process. • Most families have computers and the internet. If a family does not have access to a computer and we were to set homework where it was essential, we would provide time in school or through homework club for children to use school PCs. • Homework should increase as children get older. • Homework should be differentiated to meet the ability of the individual. • Homework should enhance and enrich teaching and learning. • We will update you on our revised homework expectations very soon.

Mrs Grimes and Mrs Rourke