



Cherry Tree Hill Primary School

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Dear Parents,

Homework is a tricky topic, and over the years, Primary Schools have grappled with it and never truly got it right. Here are just some of the views I've heard...

- "Why do they need homework at such a young age?"
- "Children need homework to prepare them for secondary school"
- "The homework is too easy, so what's the point?"
- "I'm just not doing it"
- "The homework is too hard; it's a nightmare to do"
- "I'm busy, why should I do the work that should be done in school?"
- "There's too much homework"
- "There's not enough homework"
- "it teaches them independence"
- "what's the point when teachers don't mark it anyway"
- "it helps me to see what's going on in school"

...and so on!

In the spirit of this, we need to find a middle ground. We cannot please everyone, but we must do *something* consistent across the school. Research (conducted by EEF) suggests that children who complete homework at Primary School achieve better outcomes. We also know that reading or practising spelling and number facts work best across all ages. Therefore, we have looked at what our 'minimum' expectations are and (unsurprisingly) these are reading, spellings and arithmetic. We also know many children enjoy our 'topic' homework, which we will continue, but completing this is optional. Likewise, our expectations will alter as children mature. It would be inappropriate to expect the same of a nursery child as a Year Six child, for example.

As a working parent of three children, I know the strain homework places upon a household. I know and understand the pressure it places upon us all. But, as a headteacher, I also know its benefits.

We will communicate with parents about children who don't complete homework. We also need transparent practices to support children and families who struggle and need additional support.

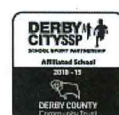
On the reverse of this letter are our homework expectations for you.

Yours sincerely,

P. Appleton

Mr Appleton

Headteacher



Homework Expectations by Year Group

We believe school and home should be partners in children's development and learning. Parents play a vital role in establishing the basic foundations of mathematics and reading, essential skills that unlock future learning opportunities. Ultimately, a strong partnership between school and home ensures children receive consistent messages about the value of education and are better equipped to succeed academically. We firmly believe that by supporting their child's learning journey, parents significantly contribute to their child's success and lay the groundwork for lifelong learning.

	Each year group will have...	Actions for non-completion
Nursery	<ul style="list-style-type: none"> Children will have a menu of activities to complete throughout the half term and use the tapestry system to record. 	<p>Teachers will encourage parents to do these activities with their children and support parents who need assistance with completion.</p>
Reception	<ul style="list-style-type: none"> Reading: Read a school book three times a week. Maths: Complete a weekly maths exercise. Half-Termly Homework: Non-mandatory homework given out just before a holiday to give children and parents a head-start on upcoming topics. 	<ol style="list-style-type: none"> First Instance: The teacher addresses the issue directly with the parent/s, either face-to-face or via phone. Second Instance: A senior staff member communicates with the parent/s in writing. Third Instance: A senior member of staff will call the parent/s Fourth Instance: Parents are asked to attend a meeting to discuss the issues.
Year One Year Two Year Three Year Four	<ul style="list-style-type: none"> Spellings: Weekly spellings to learn. Maths: Weekly maths based on number facts and times-tables. Reading: Read a school book three times a week. Half-Termly Homework: Non-mandatory homework given out just before a holiday to give children and parents a head-start on upcoming topics. 	<ol style="list-style-type: none"> First Instance: The teacher addresses the issue directly with the parent/s, either face-to-face or via phone. Second Instance: A senior staff member communicates with the parent/s in writing. Third Instance: A senior member of staff will call the parent/s Fourth Instance: Parents are asked to attend a meeting to discuss the issues.
Year Five Year Six	<ul style="list-style-type: none"> Spellings: Weekly spellings to learn. Maths: Weekly maths based on number facts and times-tables. Reading: Read a school book three times a week. Half-Termly Homework: Non-mandatory homework given out just before a holiday to give children and parents a head-start on upcoming topics. 	<ol style="list-style-type: none"> First Instance: The teacher addresses the issue directly with the parent/s, either face-to-face or via phone. Second Instance: A senior staff member communicates with the parent/s in writing. Third Instance: A senior member of staff will call the parent/s Fourth Instance: Parents are asked to attend a meeting to discuss the issues. <p>Non-completion will result in a consequence, such as completion during break times.</p>

We strongly encourage parents to communicate directly with the class teacher if they have concerns regarding homework or how to support their child at home. Teachers are available daily to greet children in the mornings; they can be e-mailed via our office and are always happy to meet if necessary. Parents are encouraged to make an appointment via the school office.