

Why traditional homework, for under tens, is doing more harm than good
and the most innovative thing that you can do is ditch it.

First of all:

It is essential to recognise that assigning homework is NOT a statutory requirement in primary schools, the Department for Education (DfE) does not mandate its implementation.

Schools have complete flexibility in deciding their homework policies, giving educators and leaders full autonomy to follow the research around homework for children under 10.

This lack of statutory obligation **provides an opportunity** for schools to prioritise developmentally appropriate and meaningful learning experiences for their pupils.



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- Research consistently shows little to no evidence that homework positively influences academic progress in children under 10 and yet this is a key rationale for doing it!
- Traditional homework tasks erode a child's natural passion for learning, create tension and stress in homes and create negative feelings around learning for children and families.
- Academic activities, that extend the school day, infringe on play and free time, both of which, research has proved, are essential for a child's healthy development.
- Homework blurs the lines of authority at home, impacting family dynamics negatively – who is in charge around what happens at home? School or home?
- The negative emotions and actions associated with homework contribute to a dislike for learning – some schools even make children miss playtimes if they have not completed homework tasks! We know from extensive research that playtimes are essential for healthy development and are therefore exponentially more valuable than homework tasks – and yet they are taken away in order for a child to complete homework tasks. Make that make sense!
(p.s. don't be that school.)



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- Assigning and responding to traditional homework tasks contributes to unmanageable workloads for educators – Let's head back to the fact that there is little to no evidence that homework for under tens positively impacts academic progress – ensuring this falls firmly into the unnecessary workload bracket.
- The enormous increase in mental health concerns and wellbeing issues, alongside considerable societal change, highlights the need for a paradigm shift on the approach to homework as part of an effective response – and an effective response is desperately needed!
- Tears, tantrums, and low self-worth about learning are **DAMAGING** to learning – if this is what homework looks like in homes – no positive learning is coming from this – only negative reinforcement that learning is not fun/bad/boring/too hard/something to be endured!
- Children **HATE** it! – Why do we not listen to them?



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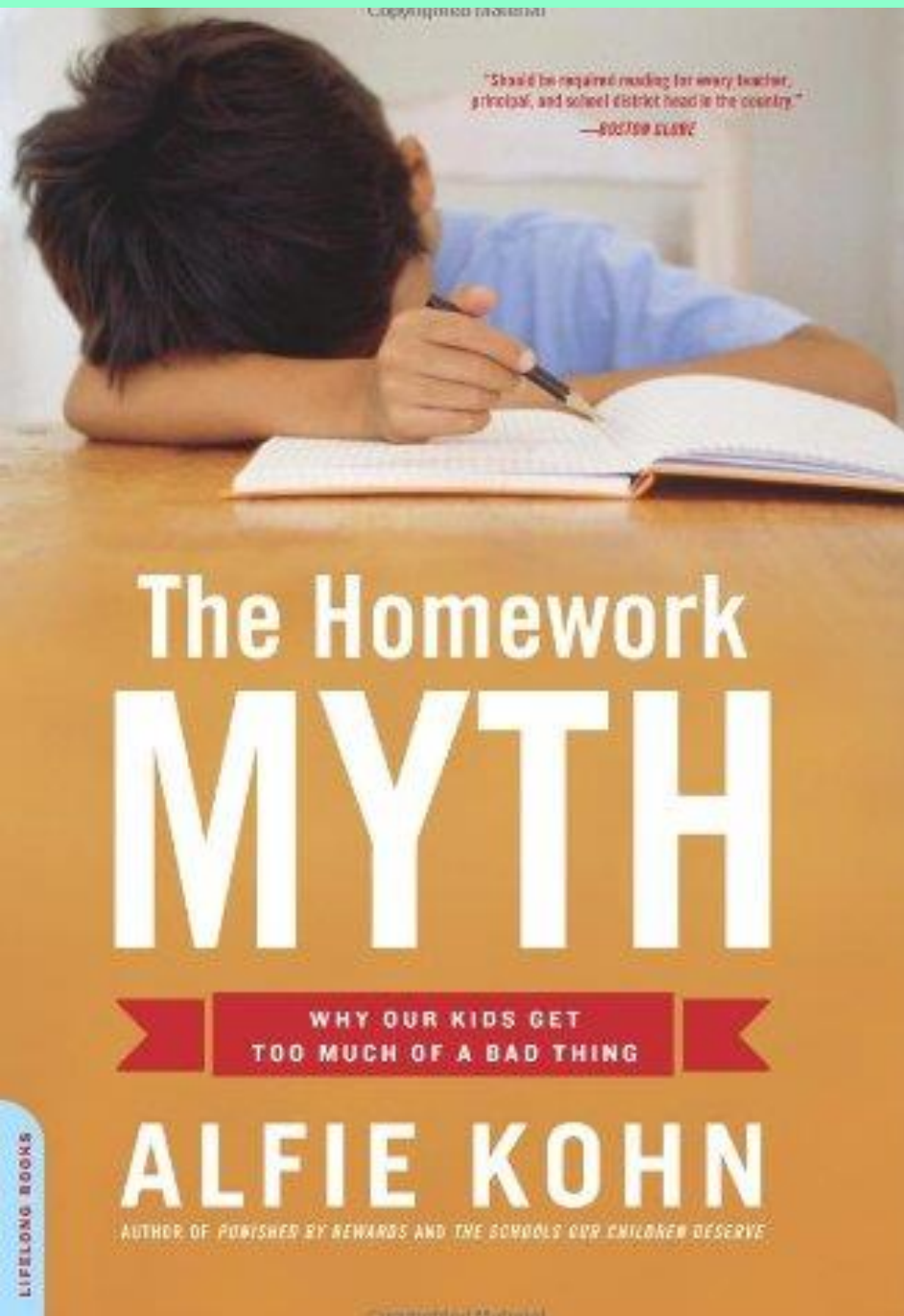
**In education there is a deeply held belief that adding more is where progress
lies – we can contest this.**

In this instance (and many others) taking away is where progress lies – what could be better than making a choice, fully supported by research and evidence, that brings relief to overwhelmed families, relief to exhausted educators and works inline with a shared mission to develop a love of learning – all whilst creating desperately needed time for educators to focus on meaningful things.

**As educators, parents, and leaders, what if we could look to a future where
homework is redefined?**

**A future where we are all aligned in our mission to develop a lifelong love of
learning because THIS is what will serve children now and in the future!**





A compelling exposé of homework – how it fails our children, why it's so widely accepted, and what we can do about it.



Death and taxes come later; what seems inevitable for children is the idea that, after spending the day at school, they must then complete more academic assignments at home.

The predictable results: stress and conflict, frustration and exhaustion. Parents respond by reassuring themselves that at least the benefits outweigh the costs.

But what if they don't?

In *The Homework Myth*, Alfie Kohn systematically examines the usual defenses of homework – that it promotes higher achievement, “reinforces” learning, teaches study skills and responsibility.

None of these assumptions, he shows, actually passes the test of research, logic, or experience.

So why do we continue to administer this modern cod liver oil – or even demand a larger dose?

Kohn's incisive analysis reveals how a mistrust of children, a set of misconceptions about learning, and a misguided focus on competitiveness have all left our kids with less free time and our families with more conflict.

Pointing to parents who have fought back – and schools that have proved educational excellence is possible without homework — Kohn shows how we can rethink what happens during and after school in order to rescue our families and our children's love of learning.