

Robert Le Kyng Primary School
Homework Policy and Guide for Parents
September 2016



At Robert Le Kyng School, we believe that to be effective homework should be purposeful and relevant. It should support and enhance learning at school, encourage children in becoming more responsible learners and play an important role in fostering good home-school links.

Through this policy we aim to:

- Ensure consistency of approach throughout the school
- Ensure that parents and guardians have a clear understanding about expectations of themselves and of their children.
- Support and extend children’s learning through a focus on key skills
- Provide opportunities for parents and children to work together and enjoy learning experiences.

The Purpose of Homework

- Foster an effective partnership between home and school
- Consolidate and reinforce the learning of key skills
- Enhance school learning, exploiting resources for learning of all kinds.
- Encourage confidence, responsibility and love of learning, preparing them for the future.

Amount of Time Spent on Homework

Although there is no statutory duty for the school to set homework, the DfE guidelines suggest the length of time that might be spent on homework tasks, as follows:

| Year Group | Recommended Time Spent on Homework |
|-------------------|-------------------------------------------|
| Years 1 and 2 | 1 hour per week |
| Years 3 and 4 | 1 ½ hours per week |
| Years 5 and 6 | ½ hour per day |

The above recommendations should include daily reading and other practice of basic skills.

Types of Homework

Homework at Robert Le Kyng School will focus on the following areas:

Reading

Research shows that parental involvement in reading has more of an influence on children’s achievement than any other factor. Children who read for pleasure generally have higher reading attainment, better writing ability, wider vocabularies and better general knowledge than those who do not read at home. Despite this, during the first four years of a child’s life, only 53% of parents read to their offspring at least once a day. This drops to 37% for children aged 5-8 and tails off again to 21% among 9 – 12 year olds.

At Robert Le Kyng School, we believe that regular reading is vital and should include (for all year groups):

- a. Hearing your child read aloud; this can be from their school book, but should also include other types of reading (for example: the newspaper, magazines, shopping list...). All reading can be recorded in your child's reading record;
- b. Talking about texts (eg. discussing characters and plot);
- c. Providing a good role model for your child by showing that you yourself read; (novels, newspapers, TV guides etc);
- d. Reading stories to your child (eg. bedtime stories);
- e. If possible, trips to the local library or bookshop.

Other literacy skills can be promoted through writing for real purposes, eg. postcards on holiday, thank you letters, shopping list, diary entries.

Children in Reception are given a reading book as soon as they have mastered some phonics and are ready for a book. All classes have a reading reward system in order to reward children who read regularly at home.

Phonics, Spellings and Tricky words

These will be tailored to your child's needs, and will be given and reviewed on a weekly basis. The aim is for your child to be able to use these words in their everyday writing and not just to perform in a test situation.

Number Facts and Times Tables

Quick recall of basic number facts, such as bonds to 10 (1+9, 2+8...) and times tables sets a solid foundation upon which to build further maths skills. As children reach the upper end of Key Stage 2, many strategies and calculations require this rapid recall and children who do not have these initial skills can have difficulties. Using a times table music CD, creating times table raps or simply asking your child quick questions every now and then whilst travelling in the car or having a bath can make all the difference and boost children's confidence in maths lessons generally.

Other real life maths skills can be promoted in a range of activities including cooking, gardening, laying the table, programming the video, wallpapering, DIY etc.

Other Types of Activity

From Year 1 upwards, Learning Logs are used to consolidate learning. The children will be given their tasks and then have two weeks to complete them. The books/logs will then stay in school for a week so that children can share their learning with the class when appropriate and so that all work can be marked. The activities in the Learning Logs consist of open ended tasks which children are encouraged to complete creatively. The children may be given a choice of the activity or how to present it so that they can make decisions about which is the best way to support their own learning style.

For example, a task may be:

eg “**Practise** your 3 times table. **Show me** the results.”

This could be presented simply as a list of the times table and a record of how much time was spent learning them, or a child could choose to build a representation of them from Lego and take a photo for their learning log.

“**The Romans** established settlements across large parts of England. **Do some research** on this, focussing on one **Roman town or landscape feature** that interests you.”

This could be presented as a poster, a model, as a page from a non-fiction text or simply as a list of bullet points.

From time to time, teachers will also send home “Get the Buzz” maths games for parents to enjoy with their children to consolidate basic maths skills.

Special Educational Needs

As part of a child’s Individual Education Plan (IEP), they may be expected to carry out some additional homework, for example related to punctuation or handwriting practice. This will be detailed in your child’s IEP, which you will have an opportunity to discuss with your child’s teacher at parents’ consultation evenings.

The Role of Parents and Carers

Whilst some homework should be done by your child independently, there will be some activities where your child will need your help. Where this is the case, homework should provide a chance for you and your child to spend some quality time together in a purposeful and enjoyable way. Your role is to act as guide and supporter, rather than actually doing the homework for your child! They may need you to be a positive and attentive audience on whom to practice their presentation, show their work etc. If for some reason, your child is unable to do their homework, they should speak to their class teacher before the homework is due in, so that any problems or misconceptions can be addressed.

If you would like to comment on your child’s work, please feel free to annotate the page to let the teacher know how they got on with the task.

Support in School

If a child finds it difficult to complete homework at home (for example some children may not have access to the internet at home), each teacher will provide an opportunity for support in school. This may be in lunchtime or Golden Time so that all children have the chance to complete their homework to the highest standard they are capable of.