

## **Robert Le Kyng Primary School** **Homework Policy and Guide for Parents**



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:

<b>Year Group</b>	<b>Recommended Time Spent on Homework</b>
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 practise 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, e.g. 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. Children from Year 2 and above are expected to regularly practise quick recall of their times tables on Times Tables Rockstars. Year 1 children will be set regular maths activities to secure their understanding of the fundamentals of mathematics.

### **Other Types of Activity**

All homework will be set on Purple Mash. From Year 2 upwards, the main homework task will usually be a foundation subject that can be completed and submitted via Purple Mash. Once set children will have two weeks to complete and submit activities. These tasks are designed to either consolidate understanding; deepen understanding of particular concepts or subject areas; or to encourage children to become independent and proactive in their learning.

### **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 practise. 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 practise 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.

### **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. Hard copies of homework are also available in situations where children cannot access Purple Mash at home.