

# THE KENN & KENTON FEDERATION

## Homework Policy

Homework can contribute to the learning experience of our children. We aim to help parents, carers and children to develop a partnership in the learning process. We feel children should be encouraged to develop independence and a healthy work ethic which goes beyond the confines of school.

### The aims of this policy are:

- To state the school's approaches to this subject in order to develop an effective partnership between the school, parents and other carers;
- To establish an entitlement for all pupils to consolidate, reinforce and practice skills and understanding gained in school, ensuring the needs of the individual pupil are taken into account;
- To establish expectations for teachers;
- To promote continuity and coherence across the schools and the federation.

### Role of parent/carer

- To provide a suitable place for the pupils in which to do their homework, alone or with an adult;
- Make it clear to pupils that homework is valued and that they support the school;
- Encourage pupils and praise them when homework is completed;
- Support the children when completing their homework if the task requires this;
- Advise teachers if the children have struggled with their homework and needed additional support.

### Content

The homework set will vary depending on the year group of the child. All homework will:

- Be presented in book. A folder format may be appropriate for some activities ie for a game or spelling cards etc;
- In the front of each book there will be homework guidelines for children and parents/carers (appendix 1):
- Give specific guidance to parents/carers as to the expected results, for example, can it be typewritten? is it a collaborative piece?

### Year Group Guidelines

#### Reception

- Reading practice and sharing books 10 - 15 minutes per day (to include letters & sounds practice)

#### Year One

- Reading practice and sharing books (to include key word practice) for 10-15 minutes per day
- Maths or literacy activity supported by parent or carer (weekly)
- For 2 weeks of each ½-term - project based topic homework, to take the place of Maths or Literacy activities during those 2 weeks

#### Year Two

- Reading practice and book sharing 15 minutes per day
- Literacy and numeracy homework on alternate weeks - 20 minutes (weekly)
- Spellings practice weekly – 10 minutes per week
- Times tables practice weekly – 10 minutes per week
- For 2 weeks of each ½-term - project based topic homework, to take the place of Maths or Literacy activities during those 2 weeks

#### Year Three and Year Four

- Reading practice/discussion per day – minimum of 15 minutes per day
- Literacy activity – 30 minutes (weekly)
- Mathematics activity – 30 minutes (weekly)
- Spellings practice weekly – 15 minutes per week
- Times tables practice weekly – 15 minutes per week
- For 2 weeks of each ½-term - project based topic homework, to take the place of Maths or Literacy activities during those 2 weeks

#### **Year Five and Year Six**

- Sustained, independent, reading/ discussion – minimum of 15 minutes per day
- Literacy activity – 30 minutes (weekly)
- Mathematics activity – 30 minutes (weekly)
- Spellings practice weekly – 15 minutes per week
- Times tables practice weekly – 15 minutes per week
- For 2 weeks of each ½-term - project based topic homework, to take the place of Maths or Literacy activities during those 2 weeks

#### **DFE recommended time allocation**

Foundation	15 minutes per day	daily reading
Years 1 and 2	20 minutes per week, plus 15 minutes per day reading	spellings, other literacy work and number work, plus daily reading
Years 3 & 4	1.5 hours per week, plus a minimum of 15 minutes daily reading	literacy and numeracy as for years 1 and 2 with termly assignments in other subjects, plus daily reading
Years 5 and 6	30 minutes a day, plus a minimum of 15 minutes daily reading	regular weekly schedule with continued emphasis on literacy and numeracy with ½ termly assignments in other subjects, plus daily reading

#### **Holidays**

Homework will not be set to be completed during school holidays. However, it would be expected that children will continue to read regularly and that topic homework may be set for pupils to choose to complete over the holiday period.

#### **Feedback**

Homework should be assessed promptly and feedback given in written form in their homework book.

#### **Appendix 1**

##### **For children who work mainly independently**

##### **Children**

- Your homework is a chance to practice skills you have been learning in class. Nothing should be new to you.
- Ask an adult if you need help in reading the instructions.
- Try to do this homework by yourself using the methods you have been taught in class, for example re-read the instructions, find some equipment to help you, look back over previous work. If you have tried all of these things you can ask an adult to help you.

## For children who work mainly with support

### Children

- Your homework is a chance to practice skills you have been learning in class. Nothing should be new to you.
- Play the game or do the activity with an adult. Talk about what skills you are using.

### Adults

- If the homework doesn't involve the child recording anything i.e. a maths game, please make a comment on how they got on with the activity in their homework book.

## AMENDMENT LOG

Date	Amended/Reviewed by	Amendment	Approved by Governors	Date of next review
18.1.21	Amanda Somerwill	Policy review cycle.	26.1.21	January 2023 or as required.