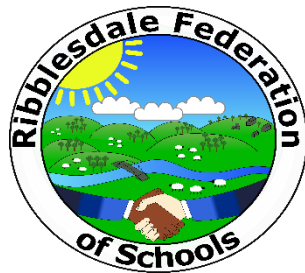


# The Ribblesdale Federation of Schools

Do Everything in Love (1 Corinthians 16:14)



## RFS Homework Policy

Document Status			
Date of policy creation/review	Reasons for review	Date of adoption by the Governing Board	Date of next review
October 2024	Revise policy following consultation	21.10.24	Autumn Term 2027
<b>Signed and dated:</b>			
<b>Executive Headteacher</b>	<i>C. Maddock</i>	<b>Chair of Governors</b>	<i>James Bradley</i>

## **Introduction and Rationale**

At The Ribblesdale Federation of Schools, we believe that education is a life-long process. We recognise that homework supports, extends and consolidates the learning covered in the classroom while supporting children to develop self-discipline, independence and the ability to take responsibility for their own learning.

Homework supports and plays a positive role in raising a child's level of achievement. We acknowledge and support the important role of play and free time in a child's growth and development. While homework is important, it should not stop children from taking part in out-of-school clubs and activities that play an important part in the lives of children.

This policy aims to:

- Raise and support achievement;
- Ensure a consistency of approach throughout our Federation schools;
- Ensure teachers, parents and carers have a clear understanding about expectations
- Extend and support learning;
- To provide opportunities for parents and pupils to work in partnership and enjoy learning experiences;
- Consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy;
- To explore the wide range of resources for learning at home (Internet, library, adult knowledge, books and newspapers)
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond.

The amount and difficulty of homework is tailored according to the age of the child and their ability. Sufficient time is allocated for the completion of homework to allow for a healthy/school work balance. As the child progresses throughout the school so the amount of homework increases.

## **Types of Homework**

We set a variety of homework activities. In the EYFS and Key Stage 1, we encourage the children to read by giving them books to take home to read with their parents and carers. We believe that regular reading at home is crucial. We give guidance and information to parents to help them achieve the maximum benefit from this time. We also ask Key Stage 1 children to learn spellings and complete phonics activities as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying this in school. We may ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school, the local library and the Internet.

At Key Stage 2, we continue to give children the sort of homework activities as in Key Stage 1, but we expect them to do more tasks as independently as possible. In addition, homework may be set as a means of helping the children to revise for assessments as well as to ensure that prior learning has been understood. We set English and maths homework regularly as well as spelling and times tables practise. Foundation subjects are used for tasks occasionally, and at the discretion of the class teacher.

At different times during the school year, we may send home a topic/subject based homework task that is a whole school project, that can be completed voluntarily during a holiday period.

This policy outlines the expectations for homework across our Federation.

### **READING EXPECTATIONS**

**Please record and sign all instances of reading that takes place at home.**

<b>Age Range</b>	<b>Expectations</b>	<b>Time and Frequency</b>
EYFS and Year 1	Children are expected to read for 10 minutes each day. Please spend additional time discussing the book, for example asking literal and inferential style questioning	Daily for 10 minutes
Year 2 and 3	Children are expected to read for 15 minutes each day. Children should read aloud to an adult during the week where possible to support their development of reading fluency and expression.	Daily for 15 minutes
Year 4,5 and 6	Children are expected to read for 15 minutes each day. Children should read aloud to an adult during the week where possible to support their development of reading fluency and expression.	Daily for 15 minutes

In EYFS and Key Stage 1, we encourage parents to read to their child as frequently as possible. Reading a bed time story as part of your evening routine will give children the opportunity to have lots of exposure to modelling of tone, intonation and expression. This also fosters a love of reading and quality time enjoying a book together.

Though many children in KS 2 are “free readers,” it is important that listening to them read aloud occurs during the week. As in Key Stage 1, having stories read to them should continue, further developing tone, intonation and expression as the text becomes more complex. Exposure of and discussion around word meaning, inferred messages and news and magazine articles is beneficial.

**Parents or children can record instances of reading at home but an adult should sign this off (Reception to Year 6).**

**SPELLING EXPECTATIONS**

<b>Age Range</b>	<b>Expectations</b>	<b>Frequency</b>
EYFS and Year 1	<p>Each week, Reception children will receive an overview sharing with parents the focus sounds from the week’s phonics lessons. This will provide some example words to read and hand writing practise.</p> <p>Each week, Year 1 children will receive an overview sharing with parents the focus sounds from the week’s phonics lessons. This will provide some example words to read and hand writing practise.</p> <p>Y1 children will complete ‘Look, Say, Cover, Write and Check’ spelling activities linked the sound/s of the week.</p>	<p>Weekly</p> <p>Spellings will be checked during the weekly Phonics sessions. There will be no formal test or scores given.</p>
Year 2 and 3	<p>Year 2 and 3 children will receive a spelling list which will give the opportunity to try a range of spelling strategies to learn 10 words in preparation for a test the following Friday.</p> <p>Year 2 - “Look, Say, Write and Check,” approach.</p> <p>Year 3: Method of their choice.</p>	<p>Weekly</p>
Year 4, 5 and 6	<p>Year 4, 5 and 6 will receive their spelling word lists on a Friday, ready to be tested the following Friday.</p> <p>Year 4 – Year 6 Minimum 10 spellings / Maximum 20 spelling (at the discretion of the class teacher)</p>	<p>Weekly</p>

## **ENGLISH EXPECTATIONS**

<b>Year Group</b>	<b>Expectations</b>	<b>Frequency</b>
Year 1	Activities linked to class-based learning may include simple labelling, grammar games, handwriting practice, practical activities (noun hunt)	Fortnightly
Year 2 and 3	Activities linked to class-based learning, may include Grammar, punctuation and spelling activities, handwriting practice, mini comprehensions, short writing tasks.	Weekly
Year 4, 5 and 6	Comprehension work, Grammar, Punctuation and Spelling tasks, handwriting practice, short writing tasks.  In Year 6, this may involve practice SAT style questions.	Weekly

## **MATHEMATICS INCLUDING MULTIPLICATION TIMES TABLES/ NUMBER FACTS**

Each child should have a login in to Times table rockstars and Numbots. Children in Year R, 1 and 2 can log in at home and work through the story mode or complete the challenges set. This will help with the children's understanding of number.

From Year 3 upwards, class teachers will set a weekly session on TTRockstars to complete. The program will assess and set times tables that the children will need to learn.

In Year 6 pupils may also receive additional Mathematics work on a weekly basis.

<b>Year group</b>	<b>Expectations</b>	<b>Frequency</b>
Year R	Numbots – Number facts	Weekly
Year 1	Numbots- Number facts	Weekly
Year 2	Numbots- Number facts	Weekly
Year 3	2s, 5s, 10s, 3s, 4s	Weekly
Year 4	6s, 7s, 8s, 9s and 11 times tables	Weekly
Year 4	Timetables up to 12 x 12	Weekly

Year 5 and 6	Timetables up to 12 x 12 Additional Mathematics work, including SAT style questions (discretionary)	Weekly
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### **Additional Information**

To help with consistency across the Federation and classes, homework will be sent out on a **Friday** and will be due back in the following **Wednesday**. Spelling tests will take place on a **Friday**.

Homework will be a mixture of paper based and online homework. It is important that all homework is completed. Key Stage 1 will have a homework book where the tasks will be stuck in. Key Stage 2 will also have a homework book where they will complete their English and any other tasks.

Homework will be sent home on a weekly basis during term time. Please note, if a teacher is off work on a short-term basis, due to sickness, homework may not be sent home if there is a supply teacher in class. If an absence was for a longer period of time, the teacher covering the class would be expected to adhere to the homework policy expectations.

### **Inclusion and SEND**

We set homework for all children as a normal part of school life. We will endeavour to ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs or disabilities, we will endeavour to adapt any tasks or expectations set so that all children can contribute in a positive way.

### **Parental Support**

Below is a list of ways that you as a parent can show your child that you value their homework and the time and effort spent completing it. The Ribblesdale Federation of Schools will provide clear and regular reminders of our expectations in relation to homework. As a school we hope that you will find this guidance helpful in supporting your child fully with their homework tasks.

You can show you value your child's homework by:

- Provide a suitable place in which your child can do their homework; preferably with an adult close by and available to discuss, encourage and support;
- Making it clear that you value homework and support the school in explaining how it can help learning;
- Encouraging your child and praising them when they have completed work set;
- Ensuring work is completed and returned on time to meet deadlines;
- Checking your child spends a suitable amount of time on homework
- Encouraging them to present their work to a high standard.

Additionally, you can support your child's development by:

- Visits to the local library, museums and art galleries
- Cooking with them;
- Taking them swimming;

- Playing a variety of games, including board games, cards, ball games
- Watching informative TV programmes together, including the children's Newsround
- Providing opportunities for craft activities (cutting, sticking, sewing, knitting and painting)
- Gardening and growing plants;
- Using the Internet to research something with your child (following guidance for safe internet use);
- Talking to your child about school work, their day, what they have been learning about;
- Attending any school parent workshops

If your child is unable to complete their homework tasks please inform the class teacher, either with a note/email or in person. If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

### **Monitoring and Review**

It is the responsibility of the Federation Governing Board to agree and monitor the school homework policy in line with the policy review schedule.

### **Remember**

Homework is about reinforcing, practising and confidence building! If at any point your child becomes distressed or upset when completing their homework, please STOP and have a break, break up weekly homework tasks and complete them over a number of days and not the night before, to avoid pressure. This will support your child to manage their work at home.