



INSPIRE

CHALLENGE

ENCOURAGE

Kuwait English School
Infant Department
Homework Policy

Kuwait English School Homework Policy

This policy has been developed through consultation with all staff member. Your Heads and Primary Leadership and as taken into account comments made by parents and students of the school.

Introduction

This is the school's policy for the provision of homework for all students in the Infant Department. As a school, KES recognises that the quantity of homework should reflect the age of the learner; our expectations regarding homework alter as the student progresses through the school. The school also acknowledges that many students partake of extra-curricular activities during the school week and recognises the great importance that these activities play in a child's development. Kuwait English School strongly believes in the value of home-school partnership and understands that parents play a significant role in the academic development of its students; the homework policy is an important factor in the home-school partnership. Furthermore, we understand that students work hard in school and, for the purpose of well-being, homework should not impact on a child's need to relax and unwind.

Homework - a definition

Homework is defined as any work or activity that a pupil is asked to complete outside of the hours of the school day. Homework can take any form and can be completed alone, with parents or carers. At Kuwait English School, we see work done at home as a valuable extension of the teaching taking place in class.

The Purpose of Homework

The school regards the purpose of homework as being to:

- develop an effective partnership between the school and parents in pursuing the aims of the school and the effective development of the student;
- Consolidate and reinforce skills and understanding, particularly in core subject areas such as English, Maths and Science;
- extend school learning, for example through additional reading;
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and to prepare them for the requirements of secondary school.

Expectations

Homework should be used to effectively introduce new learning, reinforce and extend what is learned in school. We hope that children feel a sense of personal satisfaction in a task completed well and that the child's efforts will be recognised and praised both at home and at school.

Any homework task should be undertaken and completed to the best of the student's ability. We would hope that parents and carers are willing to offer their active support in ensuring that the work is completed conscientiously and in the best possible conditions. This means that whilst help is provided by parents or carers, the work should still be completed and understood by the student; where this is not possible the teacher should be made aware via a note in the homework diary, a phone call or an email. Background distractions should be removed, for example, television, games consoles, younger siblings and, where possible, the student should be sat at a desk or table.

Current Practice

At the beginning of the academic year, each Year group will be informed of what is expected of them regarding homework. This will include the amount and frequency of homework as well as the expectations regarding quality and quantity (this will differ from Year group to Year group and is laid out later in this policy).

At the start of the first term there will be Parent workshops as well as an initial parent's information meeting; during these workshops the matter of homework will be discussed in detail with reference to the specific Year group. The workshops will also provide an opportunity for parents to get advice on how best to help children with homework.

The homework will be communicated via the Seesaw online platform or, when relevant, through a note in the student's Home School Book.

The Nature of the Homework

The nature of homework will change as children get older. For children in Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective.

Short activities of different kinds - reading together, learning spellings and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

Year 1

- Your child will receive reading books each week so that they can practise reading at home every day.
- Your child will receive a library book each week - they should choose a book that they are interested in to share at home (it may be above their independent reading level).
- Your child will receive weekly spelling words to learn.
- Your child will receive homework each week via the Seesaw Online Platform to help them consolidate what has been learnt in class (this includes English and Maths activities, a "Talk" activity and practical maths activity).
- Topic - occasionally additional tasks will be set that allow the children to find out new things and develop research and presentation skills.

Year 2

- Your child will receive reading books each week so that they can practise reading at home every day.
- Your child will receive a library book each week - they should choose a book that they are interested in to share at home (it may be above their independent reading level).
- Your child will receive weekly spelling words to learn.
- Your child will receive homework each week via the Seesaw Online Platform to help them consolidate what has been learnt in class (this includes English and Maths activities, a "Talk" activity and practical maths activity).
- Learning Logs - on alternate weeks tasks will be set that allow the children to find out new things and develop research and presentation skills.

***Please note that during Online or Hybrid Learning scenarios in the case of a pandemic such as COVID-19, homework practices will be modified accordingly and all work will be set through the Seesaw online platform.**

The role of the school, teachers and parents in supporting students with homework activities

Role of the school:

- Monitor the effectiveness of the homework policy each year
- Support parents with the newer methods of teaching in English and Mathematics by offering parent meetings to put into context the development of English and Mathematics skills ensure that there is a sensible progression in the content and quantity of homework from Year 1 through to Year 6.

Role of the class teacher:

- Plan homework as an integral part of curriculum planning and indicate tasks on short term planning
- match homework, as far as possible, to the ability of the children
- provide
- feedback which encourages pupils to regularly complete tasks feedback should be appropriate to the task, for example,
 - individual comment from the teacher, verbal or written
 - marking of the task within an acceptable time frame
 - teacher supporting pupil self marking reading diary entry written by pupils or parents
 - recognising homework achievement through assemblies.

Role of the parents:

The school recognises that parents have a key role to play in supporting pupils' homework. The nature of this role will change as children get older. For much of their homework, particularly with younger children, parents and carers will be encouraged to become actively involved in joint homework activities. To avoid 'battles' over homework we recommend:-

- that children should be allowed to work at an appropriate pace;
- acknowledgement should be given to their own interests;
- the task is undertaken at an appropriate time when the child is best able to concentrate;
- your child may need lots of encouragement, praise and even your company and help for certain tasks;
- that work at home is perceived as a shared activity;
- work at home should be planned carefully around other interests to avoid clashes;
- it should not be used as a threat or punishment.

Your HELP, ENCOURAGEMENT and PRAISE is the key to success. We ask you to provide a reasonably peaceful, suitable place in which pupils can do their homework - alone, or more often for younger children, together with an adult. We do not envisage a primary school child spending time in isolation with work he or she may find difficult. Give support and help but do

not do the work for the children. Please support children in completing tasks and return work in a tidy presentable state.

Concerns

If any child does not understand a task, parents should encourage them to ask their teacher for further guidance. If you have any concerns about the levels of homework or the content etc. please see your child's class teacher. Do not let your child get upset about homework; if there is a problem come in and speak to the teacher about it.

Feedback

The school recognises the importance of providing prompt and accurate feedback to pupils and parents on how well homework tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of methods will be used to provide feedback ranging from an appropriate comment of praise, appreciation or area for improvement to a mark, and these will vary according to the age of the pupil.

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