

KIVUKONI SCHOOL HOMEWORK POLICY

At Kivukoni International School, we believe in fostering a balanced approach to education that extends beyond the classroom. We appreciate the importance of children having time at home to engage in various activities, chores, and personal interests. Simultaneously, we recognize the value of encouraging a habit of daily reading and/or study, at age appropriate levels.

This policy aims to promote academic growth while respecting the diverse needs and interests of our students and their families.

The rationale in the allocation of homework throughout the school is to three fold:

1. **Academic Achievement:** To provide additional reading/ study practice and reinforcement of concepts learned in class.
2. **Parental Involvement:** To encourage parental involvement in their child's education; it provides an opportunity for parents to engage in what their child is learning and to support their academic progress through discussion.
3. **Responsibility and Readiness:** To help students develop positive study habits and time management skills. Completing assignments on time requires self-discipline and organisational skills that should serve them well in future.

Primary School Homework Guidelines:

READING: Right from Playgroup, we foster the daily enjoyment of reading. In this increasingly digital age, we believe that establishing a daily habit of quiet reading time at home with parents is a beneficial addition to routines. We encourage parents and carers to create the time and space to make this a positive and bonding experience without pressure of any sort.

Primary students will read increasingly independently as they move up through the primary, and their enjoyment of books and some quiet reading time should become second nature.

SPELLING AND ARITHMETIC: We also emphasise the gradual but consistent consolidation of spelling and arithmetic skills at home. Spellings will be shared weekly from Year 2, with an increasing number of words as they move up the school. These words are differentiated according to the student's abilities, and though they may seem difficult at times, they relate to a consistent progression of sounds and patterns that the students build on through the Jolly Phonics and Grammar program.

Arithmetic, particularly Times Tables, is greatly improved with a little daily practice at an individual pace and level. Parents/ carers are encouraged to introduce some games or activities that help consolidate this learning for their children as it greatly benefits the students to have a solid grasp of times tables and mental maths in all their future maths activities.

WEEKEND WORK: To bridge the connection between home and school and provide parents with insight into their child's progress, we introduce a small amount of homework once a week. This additional homework, which should usually be completed over a weekend, aims to be meaningful, relevant and aligned with educational goals.

Summary of Homework Components in Primary:

- Daily Reading: All students are encouraged to engage in daily reading, no less than 15 minutes a day, or longer - according to each child's and parent's preference and interest. School will supply reading material, and parents are requested to comment on the reading activity, returning the books and feedback each day.
- Spelling and Arithmetic (primarily times tables): Students should spend an additional 10-20 minutes per day on spelling and arithmetic practice, encouraging steady and consistent growth of these valuable foundational skills.
- Week-end Homework: A small extra assignment will be given once a week, over the weekend, to reinforce classroom learning and strengthen the home-school connection.

Secondary School Homework Guidelines (Years 7-11):

In our Secondary School, we recognize the importance of gradually building strong study habits, time management skills, and preparation for the demands of higher education. Homework in Years 7-11 is designed to strike a balance between academic consolidation and independent research.

We do not wish to overload students, though at times, where students have been absent, or have not been focused in school, they may have more work to catch up on or complete.

Homework Expectations:

- Daily homework: Students are expected to dedicate between 30 minutes to 1 hour daily to homework, with variations likely due to each student's focus, organisational skills and completion status of school tasks.
- Teachers have a homework schedule, and generally students are given 3-5 days to complete their homework. This encourages students to plan and manage their time, both at home and school.
- Additional Independent Research: Due to the extensive curriculum, students may be expected to engage in further independent research or study to explore topics further or prepare for presentations at various times of the term. This should only be on an occasional basis.
- Homework assignments should be manageable and meaningful, consolidating skills taught, revising topics or at times may involve just finishing incomplete work from the day.

Parental Involvement:

We value parental involvement in homework as a means of showing interest in a child's academic journey, and to open up discussions around educational topics at home. However, we emphasise that parents are *not expected to teach or assist directly* with homework. If students encounter significant challenges, we encourage parents to communicate with the class teacher to address any further support needed.

Balancing Workload and Stress:

As a school we acknowledge that excessive homework can lead to undue stress and potentially compromise the quality of home-life, and we do not wish this for our students and their families. Tutors will usually assist students to create their work and study schedules that should be manageable for each individual at the various stages of their educational journey, and still allow time for other activities at home.

If parents find that students are consistently having more than the recommended focused homework time daily they are strongly encouraged to discuss with the class teachers or tutors, or Key Stage coordinators.

We appreciate your partnership in maintaining a supportive learning environment at Kivukoni.