



# **Buckstones Community Primary School**

## **Policy for Homework**

**Written and agreed by staff: Monday 18<sup>th</sup>. September 2017**

**Adopted by Governors: Tuesday 19<sup>th</sup>. September 2017**

**Signed by Chair:**

### What is homework?

Homework is defined as any work or activity which pupils are asked to do outside lesson time either on their own or supported by parents or carers.

### The purpose of homework:

- The main purpose of homework is to improve the quality of learning of all children.
  - Homework may reinforce and support learning, which has been initiated at school.
  - Regular homework indicates to the children the high priority we place on learning.
  - Homework forges links between home and school and enables parents and carers to partake in their child's learning and to work together to enjoy teaching experiences.
  - The purpose of homework changes as the children get older. For children at Key Stage 1 it is important to develop a learning partnership with parents or carers and develop active involvement in their child's learning.
  - Regular homework helps develop confidence, good study habits and self-discipline in children.
  - To consolidate, reinforce and extend skills.
  - To provide opportunities for parents and children to work together.
  - To allow parents to gain an understanding of what children are learning in school.
  - To allow children to progress towards becoming more independent learners
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- At Key Stage 2, particularly in Year 6, independent study helps to prepare the children for the requirements of Secondary School.

### What are the aims of this policy?

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

### What is the role of the school?

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework (see curriculum newsletters).

### What is the role of the teacher?

- To plan homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

### What is the role of the parent?

- To support the child in completing homework. Offer your help and support for younger children to complete tasks. Expect older children to work independently but make it clear that you are there if needed.
- To ensure the child completes homework to a high standard, high quality of presentation and hands it in on time.
- To provide the appropriate, quiet and clean environment for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework, e.g. pencil, pen, ruler, coloured pencils, rubber, dictionary, scissors and glue stick.
- To let the teacher know if the children are struggling with their homework.

### What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set. (Encourage children to chat to a teacher if they don't understand prior to the date of submission.)
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

How much time should be spent on homework?

Year Group	Time
Reception	10 mins reading/phonics per day + key words, ongoing Mental Maths*.
Year 1	10/15mins a day reading/phonics + key words, 5-10 mins spelling practice, ongoing Mental Maths* + 30mins per week Maths/English/ topic related homework.
Year 2** There may be an increase in homework in these classes to prepare the children for SATs.	15 mins a day reading, 5-10 mins spelling practice, ongoing Mental Maths*, 1 hour a week English/Maths / topic related activity.
Year 3	15 mins a day reading, ongoing times tables, spelling practice and 1 hr. English/Maths/Topic homework per week.
Year 4	15 mins a day reading, daily times-tables activities, spelling practice and 1 hr. English and Maths/Topic homework per week.
Year 5	15/20mins a day reading (comprehension sheets when appropriate for ORT core books) 10 mins a day Mental Maths*, up to 1hour English and Maths per week or a replacement topic related activity. Up to 30 mins spelling activity per week.
Year 6 ** There may be an increase in homework in these classes to prepare the children for SATs.	15/20mins a day reading (comprehension sheets when appropriate for ORT core books) 10mins a day Mental Maths*, up to 45 mins English and Maths twice weekly or a replacement topic related activity. Up to 30 mins spelling activity per week.

There may be rare occasions when this timetable is amended

\*See guidelines for mental maths for individual years.

Year Group	Mental Maths
Reception	<p>Your child should:</p> <ul style="list-style-type: none"> <li>• To be able to count reliably with numbers from 1 to 20</li> <li>• To be able to place numbers 1 to 10 in order</li> <li>• To be able to say which number is one more or one less than a given number</li> <li>• To be able to use everyday language to talk about size</li> <li>• To be able to use everyday language to talk about weight</li> <li>• To be able to use everyday language to talk about capacity</li> <li>• To be able to use everyday language to talk about position</li> <li>• To be able to use everyday language to talk about distance</li> <li>• To be able to use everyday language to talk about time</li> <li>• To be able to use everyday language to talk about money</li> <li>• To be able to compare quantities and objects</li> <li>• To be able to recognise and describe patterns</li> </ul>
Year 1	<p>Your child should:</p> <p><u>Number</u></p> <ul style="list-style-type: none"> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• count in different multiples including ones, twos, fives and tens</li> <li>• read and write numbers to 100 in numerals</li> <li>• given a number, identify one more /less and ten more / less</li> <li>• learn by heart number bonds to 10 (e.g. <math>8 + 2</math>) and 20 (e.g. <math>18 + 2</math>)</li> <li>• understand subtraction related to number bonds to 10 (e.g. <math>10 - 2 = 8</math>) and 20 (e.g. <math>20 - 18 = 2</math>)</li> </ul>

	<p><u>Time</u></p> <ul style="list-style-type: none"> <li>• use the language of time (quicker, slower, earlier, later)</li> <li>• tell the time throughout the day, first using o'clock and then half past</li> <li>• begin to understand the passing of time (hours, minutes, seconds)</li> <li>• sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>• know in order the days of the week and months of the year, including knowing when their birthday is</li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>• recognise and know the value of different denominations of coins (to £2) and notes (to £10)</li> </ul>
Year 2	<p>Your child should:</p> <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward</li> <li>• recall and use addition and subtraction facts to 10, then 20 fluently</li> </ul> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>• a two-digit number and ones</li> <li>• a two-digit number and tens</li> <li>• two two-digit numbers</li> <li>• adding three one-digit numbers</li> </ul> </li> <li>• show that addition of two numbers can be done in any order and subtraction of one number from another cannot</li> </ul>

	<p><u>Measure</u></p> <ul style="list-style-type: none"> <li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money of the same unit, including giving change</li> <li>• compare and sequence intervals of time (e. g seconds, minutes, hours, days, weeks)</li> <li>• tell and write the time to five minutes, including the quarter of the hour</li> </ul> <p><u>Multiplication</u></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>
Year 3	<p>Your child should:</p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 4, 8, 50 and 100</li> <li>• find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones), e.g. in the number 247, the 2 has a value of 2 hundreds or 200, the 4 has a value of 4 tens or 40 and the 7 has a value of 7 units or 7.</li> <li>• compare and order numbers up to 1000</li> <li>• read and write numbers to at least 1000 in numerals and in words</li> </ul> <p><u>Addition and Subtraction</u></p> <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>• a three-digit number and ones</li> <li>• a three-digit number and tens</li> </ul>

	<ul style="list-style-type: none"> <li>• a three-digit number and hundreds</li> </ul> <p><u>Multiplication and Division</u></p> <p>Learn times tables <b>off by heart</b> so that they can:</p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts, e.g. calculating how much change from £1 for an item costing 54p?</li> </ul> <p><u>Time</u></p> <ul style="list-style-type: none"> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>• compare durations of events, for example to calculate the time taken by particular events or tasks.</li> </ul>
Year 4	<p>Your child should:</p> <p><u>Number and Place Value</u></p> <p>Learn times tables <b>off by heart</b> so that they can:</p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts for multiplication tables up to 12 × 12</li> </ul>



	<ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 8, 9, 25 and 1000</li> <li>• Find 1000 more or less than a given number (using the place value of digits to help)</li> <li>• Count backwards through zero to include negative numbers</li> <li>• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>• Order and compare numbers beyond 1000 (using knowledge of place value)</li> <li>• Use knowledge of times tables to work out division problems and other multiplication problems. For example, <math>49 \div 7 = 7</math> because we know that <math>7 \times 7 = 49</math>. And <math>81 \div 5 = 16r1</math> because we know there are 10 5s in 50 and 6 5s in 30.</li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>• Calculate using money in pounds and pence. For example, to work out how much change you would get from £5 if you spent £2.63 or how much it would cost to buy 2 books at £2.33 each.</li> </ul> <p><u>Time</u></p> <ul style="list-style-type: none"> <li>• Read, write and convert time between analogue and digital 12 and 24-hour clocks</li> </ul>
Year 5	Your child should:

- read, write, order and compare numbers to at least 1,000,000 and state the value of each digit.
- count forwards and backwards in multiples of 10, 100, 1000, 10,000 and 100,000
- count forwards and backwards with positive and negative whole numbers through zero.
- add and subtract numbers mentally with increasingly large numbers.
- identify multiples and factors, including finding all factor pairs.
- know and use the vocabulary of prime numbers, prime factors (**prime numbers** that multiply together to make the original number) and composite (non-prime) numbers.
- establish whether a number up to 100 is prime and recall prime numbers up to 19.

*E.g. a prime number can be divided evenly only by 1, or itself and it must be a whole number greater than 1.*

*Example: 5 can only be divided evenly by 1 or 5, so it is a prime number.*

*But 6 can be divided evenly by 1, 2, 3 and 6 so it is NOT a prime number (it is a composite number).*

- multiply and divide numbers mentally drawing upon known facts.
- recognise and use square numbers (multiply a number by itself twice e.g.  $7 \times 7 = 49$ ,  $8 \times 8 = 64$ ) and the notation for squared ( $^2$ ).

	<ul style="list-style-type: none"> <li>recognise and use cube numbers (multiply a number by itself three times e.g. <math>3 \times 3 \times 3 = 27</math>, <math>4 \times 4 = 64</math>) and the notation for squared (<sup>3</sup>).</li> </ul>
Year 6	<p>Your child should:</p> <p>Know all Year 5 Mental Maths Key Objectives and for additional Homework Practice</p> <ul style="list-style-type: none"> <li>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li> <li>identify common factors, common multiples and prime numbers.</li> <li>convert between miles and kilometers.</li> </ul>

The children can also practice the previous year's Mental Maths tasks as well.

What type of work will my child get?

See curriculum newsletters.

How can parents find out more information about homework?

Teachers will have different systems for handing in homework and they will tell parents and children about this at the beginning of the year in their curriculum newsletter. If parents need advice on how to support their children with homework then they can talk to the class teacher. It is the children's responsibility to hand in their homework.

Why will children sometimes be given extra homework?

Booster classes may sometimes set extra homework to reinforce the work being done. Additionally children who work in a one to one situation with teaching assistants will sometimes be given extra homework. In both cases, children should complete this work alongside their normal homework unless the child or the parents have been told otherwise. If the child is finding they have too much work then parents should speak to the child's teacher or the person running the extra sessions.

### What about children who don't complete homework?

The expectation is that children will complete homework. Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to children or parents. Children may be kept in at playtimes to complete homework and parents will be informed. As part of the end of year report teachers will comment on the quality and frequency of completed homework.