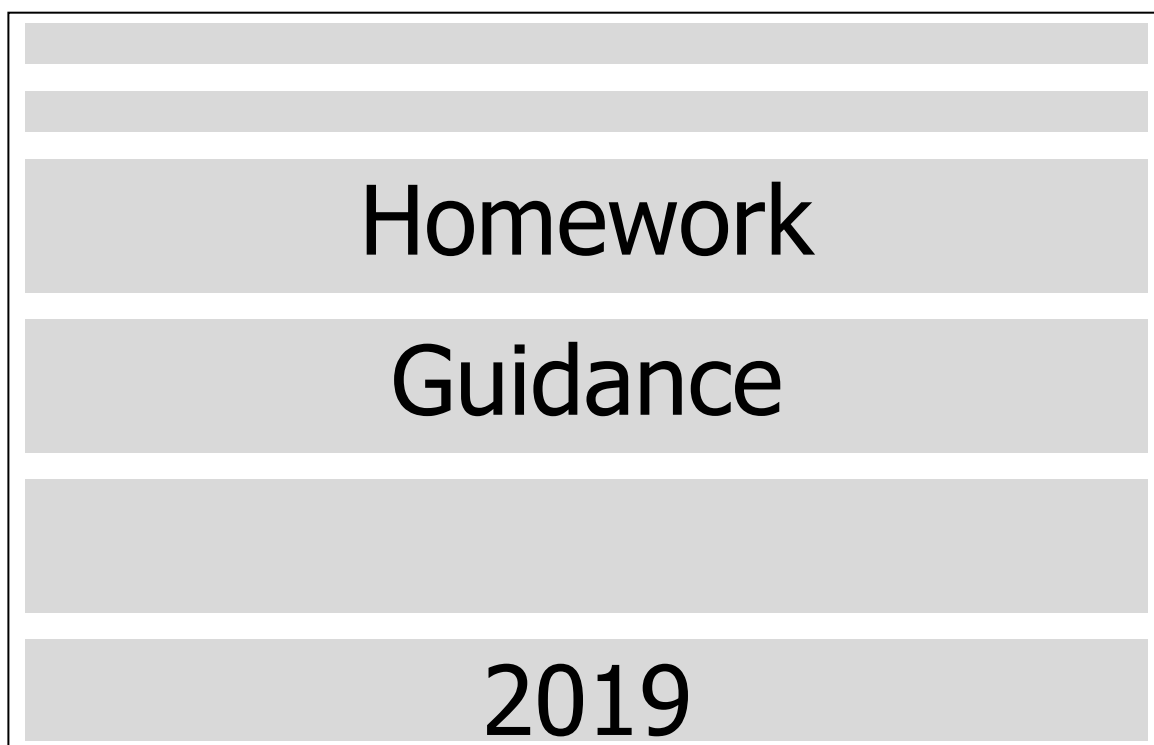


LEICESTERSHIRE COUNTY COUNCIL

HIGHGATE PRIMARY SCHOOL



**Homework Guidance May 2019 for consultation
with parents**

Highgate Primary School

“Learning, Living, Laughing Together.”

Equal Opportunities

Equal opportunities should be promoted on the basis that every person deserves equal respect irrespective of age, race, culture, capability or gender.

Teaching should take into account issues related to multicultural education, special educational needs, gender and personal and social education.

Rationale

At our school we believe there is great benefit in children spending regular periods of time on learning activities set by teachers to support the work done in class.

We feel this extends the challenge we give to our children and ensures that teaching time is used to maximum effect. Following initial consultation with parents (Summer 2016), we recognised children also have other valuable out of school interests, and hope to ensure that homework will be flexible enough to allow for these activities too. The Education Endowment Fund have also commissioned lots of research into the effectiveness of homework and it is recognised that there are widely varying opinions about the usefulness of homework (Dylan Williams, 2014) but primarily homework is more effective with older students.

Cathy Vatterott (2010) has identified five fundamental characteristics of good homework; purpose, efficiency, ownership, competence and aesthetic appeal.

- 1) Pupils must understand the purpose of the homework.
- 2) Homework should not take an inordinate amount of time.
- 3) Pupils who feel a connection with their homework will feel more motivated to complete it – giving them a degree of choice helps them take ownership.
- 4) Pupils should feel competent in completing homework – students should feel able to do the homework independently.
- 5) Homework activities should inspire pupils to be motivated to complete them.

This policy is designed to give clarification of expectations from the school.

Purposes

The purposes of homework should be

- To enhance partnership between school and parents.
- To develop a love of learning & increase engagement in a particular topic.
- To extend school learning.
- To consolidate skills and understanding, especially in English and mathematics.
- To exploit resources for learning at home.
- To encourage pupils to develop confidence and self-discipline to study on their own, and to develop their skills of independent learning.

Guidelines

Reading

Children need to continue to be heard to read to develop a love of reading and to be able to improve their reading comprehension. In primary school, the children are never too old to be heard reading or be read to. This in itself should be considered as a proportion of the homework time each week.

Spellings

As we have specific spelling lessons that are based on research by the Education Endowment Fund and incorporate spellings into other lessons, we do not set specific spellings homework.

We are happy to provide lists of high frequency, common exception words that children should know by the end of the year groups that you are welcome to point out as they are reading or you can practice them with your children.

Times-tables/Number Bonds

Below is a table of some simple number facts and times tables that children should know by the end of each year. You may encourage your child to learn these skills by playing games with them though children will practice these skills in their maths lessons. All children in the school can access both Mathletics and Times Tables Rockstars (online games). Please ask your class teacher for login details.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Counting and ordering	Count to 20. Order the numbers to 20.	Count to 100.	Count to 100 forwards and back. Compare and order numbers up to 100.	Count, compare and order numbers to 1000.	Count back through 0 to include negative numbers. Count, compare and order numbers above 1000. Compare and order numbers with two decimal places. Read Roman numerals to 100. Count in 6s, 7s, 9s, 25s and 100s.	Count forwards and backwards in tens from any number to one million. Compare and order numbers with three decimal places. Read roman numerals to 1000.	Compare and order numbers to ten million.
Times tables		Count in 1s, 2s, 5s and tens.	Know the times table and division facts for 2s, 5s and 10 times table. Count in 3s.	Count in 4s, 8s, 50s and 100s. Recall times tables and division facts for 3s, 4s and 8 times tables.	Recall all times tables and division facts to 12×12 .	Identify multiples and factors including factor pairs.	Identify common factors, common multiples & prime number.
Number facts	Knowing one more or less than a number below 20.	Use number facts to 20.	Know the addition and subtraction facts to 20. Recall number facts to 100. (multiples of ten. Example: $10 + 90 = 100$.)			Recall prime numbers up to 19. Recognise & use square numbers & cube numbers	

Homework arrangements are made manageable for children, parents and teachers by

- Regular patterns of homework in each year group.
- Allowing more than one evening for completion of each piece of homework.
- Giving clear instructions to children about what is expected.

In this school we follow the guidelines given by the DFE for amounts of homework in each year group. These are

- Yr R. There are no times recommended, but parents should be asked to share books with their children and to help them practise words, letters and numbers which they have been learning at school. We recommend Reception children do this in short bursts of up to 5 minutes a day.

Y1-6

Children will be given a Homework Grid at the beginning of the topic that will have a range of different activities the children can choose from to complete and bring in over the period of a half term. These activities will be specifically chosen to enhance engagement with the topic being taught at that point in the school year.

Y1&2 – up to an hour a week.

Y3&4 – up to an hour and a half a week.

Y5&6 – up to half an hour a day.

Children in Year 6 will be given some additional revision support homework linked to SATS and may spend up to half an hour a day on their homework. This will support them in the transition to secondary school.

Feedback

Feedback about their homework should be given to children by their teachers as soon as possible

- This could be verbal or written, according to the homework task.
- Parents working with their children at home should give them immediate verbal feedback.
- Parents are invited to give written feedback on their children's homework and/or reading record to inform teachers.

Some children with special needs sometimes benefit from separate tasks from those set for the rest of the class, but teachers should aim for as much work as possible to be in common, the same as their peers.

The Role of Parents:

The role of parents is of great importance and they should be encouraged to

- Provide a suitable place for homework, away from distractions.
- Make clear to their children that they value homework.
- Give encouragement, praise, and sometimes help.
- Especially with younger children, to become actively involved.
- Parents can speak with a teacher if they need any advice regarding homework or how they can help their child with homework.

Date written & consulted with staff: April 2019

Date consulted with parents: May 2019

Date to be reviewed: Spring 2022