



RATIONALE:

At Law Primary School and Nursery, we recognise that learning begins and ends in the home. Homework, therefore, should be an extension of children's learning at school together with opportunities to develop and share interests out-with school. Homework should be an enjoyable experience with children being encouraged to show initiative when taking their own learning forward. Parental and pupil feedback has indicated support for homework but a wish for more flexibility in the tasks set and in the time to complete homework.

AIMS:

In Law Primary, through homework, we aim to:

- build an effective partnership between the school and parents/carers
- consolidate and extend skills and understanding in all areas of the curriculum
- provide experiences that are appropriate to the age, stage and ability of the child
- develop skills in using a range of learning resources
- encourage personal organisation and the self-discipline required for lifelong learning

HOMEWORK ACROSS LEARNING:

In nursery, parents are encouraged to actively share their child's experiences. Opportunities for this may arise from interests both within the home and nursery settings.

In the school setting and in accordance with Curriculum for Excellence, teachers will provide the stimulus for homework activities and children will have an element of choice in how they take this learning forward (see Appendices 2 and 3). This work should be seen as being clearly linked to class work and set at a level appropriate to the child's level of ability. Work set should not place an undue burden on the ability of the home or parents in terms of time, support or resources. Staff should offer appropriate support and guidance and where necessary provide resources to complete the tasks.

Every child should be encouraged to read something every night. In P1-4 parents are encouraged to hear their child read and sign the homework diary. In P5 –7 pupils should read something every night and, although not expected to hear their child read, parents should sign the homework diary to indicate that this has been done. In addition, if parents talk to their child about what they have read and ask them questions related to unknown/ new words, the characters, setting or how your child has felt about the story, this would help develop and extend their comprehension skills and build their vocabulary.

Children will also be encouraged to celebrate their own successes, achievements and interests from out-with school. (See Appendix 1)

During key times of the year (the first and last week of term, the month of December), when there are increased demands on time at home and in school, no formal homework will be set.

TARGETED SUPPORT:

It is recognised that some pupils will require individual curricular planners as part of Additional Support Planning (ASPs) indicating targeted support which may include homework tasks. All children may at some point require short term targeted support as part of a Staged Intervention, this may also include homework tasks. Staff should consider

carefully the work load of these tasks and whether to reduce other regular homework to ensure children are not asked to do more than can be reasonably expected.

RESPONSIBILITIES:

The head teacher and promoted staff will:

- support the policy by allocating time and resources
- review the policy regularly in conjunction with staff, pupils and parents
- monitor the policy through established monitoring procedures

Teachers will:

- ensure pupils have a clear understanding of what is expected
- provide relevant and meaningful stimulus for possible extension of learning which includes an element of choice on how tasks can be completed
- encourage children to develop and share interests and achievements out-with school
- ensure children have enough time, as agreed in the policy, to complete their tasks
- homework should be set with a minimum of one week to complete
- monitor homework and its impact on extending learning but not necessarily marking each task if this is not to be revisited in class

Pupils will:

- inform parents of current homework tasks
- carry out tasks as set by the teacher
- complete homework tasks with the same level of accuracy and neatness as expected in the classroom
- complete work on time
- tell their teacher if they have any issues with homework

Parents will be encouraged to:

- take an active interest in the opportunities provided for extended learning
- ensure that their child has suitable conditions in which this important activity can take place
- check work to ensure that it has been completed and sign the homework diary to indicate this
- contact the school if there is a problem
- support their child with a view to sharing outside interests in class and wider achievements through our 'Wider Achievement Wall'

"Research shows that taking an interest in your child's learning can make a big difference to how well they do. Making your home a positive home learning environment plays a big part in this, no matter how old your child is." ParentZone

MONITORING AND EVALUATION

The responsibility for the implementation of this policy lies with all staff. All staff will be involved in evaluating the effectiveness of this policy.

Next review date: May 2019

APPENDICES:

APPENDIX 1 PARENTAL LEAFLET

APPENDIX 2 HOMEWORK IDEAS

APPENDIX 1

Role of the parent:

"Research shows that taking an interest in your child's learning can make a big difference to how well they do. Making your home a positive home learning environment plays a big part in this, no matter how old your child is." Parentzone

- To provide a quiet area, free from distractions
- To keep 'an eye on things'
- To talk about problems/provide support
- To encourage your child to do their best
- To PRAISE your child
- To sign the diary - to indicate that you are aware of the homework
- To keep in touch with school through the homework diary
- To let the school know if there is a problem
- Let the school know about your child's wider achievements

If you have concerns, you can:

- Write a note in the homework diary
- Arrange to talk to the class teacher
- Arrange to talk to the Head Teacher or Depute Head Teacher

What's it all about?



How can families help?



WHAT IS HOMEWORK?



Homework will be taken from all curricular areas.

It can take the form of written tasks, preparation for talks, project work, reading, spelling, learning tables, practical maths, making models, Google Classroom tasks, Easimaths on Glow, games, etc.

HOW LONG SHOULD IT LAST?

The following is an average of how long to expect to spend on homework each day. If homework is completed every other day or weekly, the time needed may be longer.

P1-3 15 minutes

P4-5 20 minutes

P6 25 minutes

P7 30 minutes



If it takes longer than this, leave it and indicate this in your child's homework diary.

THE HOMEWORK TEAM - WHO DOES WHAT?

Role of the pupil:

- make sure that you know what you have to do **before** you leave school
- do homework which has been set
- complete the homework as neatly possible
- discuss your homework with your parents/ carers
- hand you homework in on time
- tell your teacher if you have a problem
- be honest, tell your teacher if you forgot to do it



Role of the teacher:

- set meaningful homework which encourages learning out of school and incorporates an element of choice
- ensure that pupils have understood what is expected of them and the time they have to complete their homework
- ensure homework set consolidates or deepens learning which has already taken place
- monitor and evaluate the impact of homework
- provide targeted support where appropriate in line with Staged Intervention and GIRFEC
- as homework is not always revisited or in written form (jotter work), it may not always be marked

APPENDIX 2 HOMEWORK IDEAS (FOR STAFF AND PARENTS)

Maths:

- Spotting numbers out and about
- Pairing socks
- Setting the table
- Baking/cooking – following a recipe
- Number games eg. Ludo, Snap, Memory pairs, Snakes and ladders, Chess and Draughts, Easimaths on Glow
- Times table practice through songs, a rap or games
- Planning a TV/ games schedule
- Telling the time for real events, e.g. What time is dinner, a visit to the park, etc.
- Using money to buy small items at the shop

Language

- Nursery rhymes
- Write a: song, poem, rap, letter, diary, recipe, instructions, silly sentences using spelling words, invitation, a TV/sport/film/book review
- Learn to recite a poem/song/rhyme
- E-mail friends/relatives/pen-pals
- Write a play script and act it out with some friends/ using toys- record a Vlog
- Use puppets to tell a story
- Upload to a Blog on Google Classroom
- Learn some foreign words (use plastic letters to make Spanish words)
- Games e.g. Scrabble, Boggle, Cranium, Pictionary, Articulate, Cluedo, etc.
- Talk to an older relative about when they were young or to learn about your family history
- Read a book with/ to someone

Learning Across the Curriculum

- Internet research, games and educational software e.g. Easimaths on GLOW
- Create a: Mind map, Fact files, Topic trees, a Podcast, Blog/Vlog, PowerPoint, poster, leaflet, report etc.
- Make a model, scrapbooks, create a game or make a treasure map or paint a picture
- Visits to library, museum, park, botanic gardens, castle, beach etc.
- Take photographs
- Play a sport/musical instrument the report back on achievements (medals, certificates etc.)
- Care for a pet
- Gardening
- Baking
- Fundraising/Charity; Scouts; Guides; Boys/ Girls Brigade, etc
- Sewing, knitting, woodwork, origami
- Build a den
- Post a comment on Google Classrooms
- Make a miniature world/room/garden in a shoebox