

Glaitness School Homework Policy



December 2008

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Rationale

"Between the ages of 5 and 16 children spend only 15% of their lives in school, so supporting them at home really improves their chances of success. Parents and families are by far the most important influences on children's lives."

<http://www.scotland.gov.uk/publications/2004/11/20237/46461>

At Glaitness School we recognise that parents and carers make a real difference to children's education. When parents and the school work together in partnership, children perform better. Children learn a great deal at school. Parents and carers add to that by supporting the learning at home.

Demonstrating an interest in, and discussing their homework with them, helps children recognise and value learning as a lifelong process.

Homework contributes greatly to the empowerment of children and young people to become

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors



Aims

- to further strengthen home/school links and promote parental involvement and support
- to help raise the achievement and attainment of every pupil
- to encourage pupils to develop personal responsibility for lifelong learning

Purposes

- to help children practise and build on what has been learned in school
- to enable children to learn how to organise and manage their time
- to encourage children to take increasing responsibility for their own learning and study skills
- to provide further opportunities for home involvement and support

Tasks

At Glaitness School we believe that home learning tasks should not prevent pupils taking part in other afterschool activities such as music, sport and clubs. It should be flexible so it can be completed at the family's convenience. Homework should be enjoyable for pupils, parents and carers.

The home learning tasks set, may vary from stage to stage and occur at different times throughout the session, but should be

- clearly understood by the pupil
- relevant to the child's needs
- stimulating and challenging but not over demanding
- include a wide variety of activities but generally concentrate on basic skills
- recognised and valued by all
- marked promptly with effective feedback
- able to be completed without specialised resources
- a focus for parents to share in their child's learning

"Research shows that pupils who regularly discuss school work with their parents perform better than those who don't. Where parents are actively involved in their children's learning it has a positive effect on their children's attainment."

Learning and Teaching Scotland website on supporting parents.



Roles and Responsibilities

School's Role

- to plan homework activities that reflect the learning being done in class
- to set homework which is challenging but achievable
- to ensure that the work to be completed is clearly understood by the child
- to ensure the learning is appropriate to the needs of the child
- to ensure that learning activities are varied and meaningful
- to mark homework promptly and provide effective feedback

Pupil's Role

- to manage their time to ensure home learning tasks are completed
- to tackle tasks promptly and with a positive attitude
- to take pride in presentation and content, acknowledging the high personal standard expected
- to be organised so that necessary books and equipment are not left at school
- to take responsibility for handing in the completed work on the agreed day

Parent's/Carer's Role

- to provide encouragement and support to children when they require it, especially with research
- to be actively involved in the homework of their child/ children, in particular when hearing and discussing reading
- to encourage children and praise them when homework is completed satisfactorily
- to check that the quality and presentation is of an acceptable standard
- to support children with homework but not to do it for them
- to contact the school with any concerns at the earliest opportunity

"How we learn is as unique as our fingerprint, so every child might well approach homework differently"

<http://www.scotland.gov.uk/publications/2004/11/20237/46461>

Frequency and Length of Tasks

At Glaitness School we are conscious of the fact that many children are involved in activities in the evening, which are valuable to their education, overall development and well being. **The suggested allocations below should therefore act as a guide only**, to the amount of time spent on home learning activities throughout the week.

You may find that younger children respond better to working in two or three short bursts rather than longer periods of concentration.

Examples of Homework Tasks

Early Stages - 10 - 15 minutes a night

- Jolly phonics/grammar activities including letter and sound recognition, word building, reading practice, listening to stories and spelling
- maths activities, games and puzzles
- occasional topic related research or activity

Middle Stages - 15 - 20 minutes a night

- reading practice, spelling, sentence writing
- maths activities, learning tables, problem solving , puzzles
- topic work that may include experiments, research, surveys and design technology

Upper Stages - 20 - 25 minutes a night

- reading practice, spelling and sentence writing
- maths activities, tables revision, problem solving
- foreign language vocabulary
- topic work that may include science challenges, research and collecting data
- preparation for talks to whole class

Where Homework Should be Done

Individual children have their preferences, but in general the following conditions are preferable.

- In a warm, well lit area of the house.
- On a flat surface, preferably a table /desk for all written activities.
- Ideally, somewhere away from distractions

Home/School Communication

Parents are made aware of how they might best support their child's learning at home, through termly curricular letters and twice yearly parent meetings. There is also the opportunity to contact the school at any time regarding homework

How this Policy was Created

This policy was created in consultation with pupils, parents, carers and staff. In October 2008 all parents and staff were invited to complete a questionnaire and give their opinions on the way forward for homework at Glaitness. A working party that included staff, pupil and parent input was formed to produce a more up to date policy.

How Good is our School? – The 3-18 Curriculum

This policy has been created using the self evaluation framework contained in the HMI e document, 'How Good is our School? – The Journey to Excellence Part 3'. In particular the policy has been developed with reference to the following HGIOS self evaluation headings: 2.1, 2.2, 5.1, 5.2, 5.7

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| 2.1 | Learner's experiences |
| 2.2 | The school's success in involving parents, carers and families |
| 5.1 | The Curriculum |
| 5.2 | Teaching for effective learning |
| 5.7 | Partnerships with learners and parents |

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