

BRUNTSFIELD PRIMARY SCHOOL

HOMEWORK POLICY



October 2012

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HOMework POLICY

VISION

Our vision is for all pupils to be fully engaged in learning and able to take responsibility for organising and completing homework in a meaningful and successful way. Through homework, we encourage pupils to become successful learners, confident individuals, responsible citizens and effective contributors. In so doing, we are developing, in our pupils, skills for life and lifelong learning.

AIMS

Our aim is to:

- build partnerships between school and home
- share learning and experiences between school and home
- value parents as co-educators
- consolidate knowledge, understanding and skills taught in school
- accommodate individual pupils' needs and interests
- develop in pupils the skills necessary to become independent learners
- encourage pupils to develop a conscientious attitude, self discipline and responsibility
- promote independent learning skills for life

Homework is a balance of regular activities designed to develop core skills and to support pupils to apply learning across all areas of the curriculum.

Role of Teachers

The following points will help guide teachers in setting homework:

- set appropriate tasks with achievable outcomes

Homework is planned to link with current learning and teaching.

- make instructions clear

Homework is explained in class with clear direction and appropriate support.

- set clear expectations of standards and timeframes

It is expected all pupils complete homework to an acceptable standard within a set timeframe. Should this not be the case, parents are contacted to discuss ways to support their child.

- support where necessary

Homework is differentiated and supported as needs require. This may be by adapting work to meet individual needs, support with English or support with resources.

- give effective feedback

Pupils' efforts are acknowledged and next steps in learning shared. This is an effective way to share learning with parents on a weekly basis.

- send unfinished class activities home, when appropriate

Occasionally, it may be necessary to complete class work at home. Teachers share the reasons for this with pupils.

Role of Pupils

The following points will help guide pupils in completing homework:

- remember to note your homework in your homework diary
- make sure you know exactly what to do. If not, seek help and resources in advance
- take responsibility for homework and do your best
- complete learning activities on time
- remember to return homework to school on or before the return date
- if you have any problems, share them with your teacher. We are all here to help

Role of Parents and Carers

The following points will help guide parents and carers in supporting homework:

- support and encourage but don't do!

Pupils may need support with homework tasks. However, an important part of the learning process is to overcome challenges. Supporting your child to find their own solutions will help them develop independent learning skills.

- no pressure, just guidance!

By encouraging and praising effort, pupils will become more confident in their learning.

- check what the task is before starting

All pupils should know clearly what they are to do for homework. If not, please send a note to the teacher in his or her homework diary and an extension period of time will be given.

- find a suitable place and time for homework

To be able to complete homework, pupils need a quiet place with little background noise, a table at a comfortable height and good lighting. A snack before or after homework is always enjoyable! Having a routine always helps.

- check before returning

A final check from parents and carers encourages pupils to do their best and is a good way for parents and carers to see learning in progress. Making sure it is returned to school by the pupil, is a key skill of independent learning.

- responsibility

Remember, teachers cannot make your child complete homework in the evening. Only you and your child can do this.

- absence due to illness

Staff will do all possible to help pupils catch up with work after illness. This may involve additional work at home when they are feeling better.

- holidays

It is not school policy to give homework over the holidays, or to give homework if a parent

chooses to take their child from school during term time. We encourage pupils to keep a diary of their travels, make up a project folder and read lots of books!

- always remember.....

If there are any concerns, please share them with the teacher via a note in the homework diary. Don't ever worry; we are all here to help.

HOMEWORK SET FOR EACH YEAR GROUP

The following table shows the type of homework pupils receive at each stage, the frequency and amount per week. This may vary depending on activities in school such as Scots Week, Safe Routes to School Week and / or when the pupils are preparing for an event, such as a curriculum afternoon for parents. It may also be personalised to meet individual needs.

stage	curricular areas	frequency in a school week	amount per week
P1 & P2	reading: core books or phonic activities writing and spelling listening and talking mathematics and numeracy health and wellbeing social studies and sciences technologies expressive arts religious and moral education	pupils benefit from short daily sessions	1 hour – 1 hour 30 minutes
P3	reading: core books, novels, phonic activities, library books writing and spelling listening and talking mathematics and numeracy health and wellbeing social studies and sciences technologies expressive arts religious and moral education	four sessions of 30 minutes	2 hours
P4 & P5	reading: core books, novels, phonic activities, library books writing and spelling listening and talking mathematics and numeracy health and wellbeing social studies and sciences technologies expressive arts religious and moral education	this may be four sessions or two longer sessions over a few days depending on the task	2 hours
P6 & P7	reading: core books, novels, phonic activities, library books writing and spelling listening and talking mathematics and numeracy health and wellbeing social studies and sciences technologies	as pupils work more independently, there may be fewer but longer sessions, set over a specified period of time	2 hours – 2 hours 30 minutes

expressive arts religious and moral education modern languages		
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SELF EVALUATION

All staff engage in self evaluation of learning and teaching, using the quality indicators and related advice from 'How Good Is Our School?', with a view to continually improving the quality of programmes of study and learning.

Through self evaluation of homework, staff ensure a balance of approaches, progression in skills, and the effective use of interdisciplinary work to deepen and extend learning.

Information is gathered from:

- shared classroom experience and evidence of pupil work
- results of assessments and achievements
- teacher, department and management discussions
- professional review
- evaluations from pupils, staff and parents
- quality improvement officer visits, Authority Reviews, HMle inspections

The self evaluation process reflects on the effectiveness of homework and the impact that it is having on the continuous improvement within the school.

Next steps identified from self evaluation, with guidance from the authority and HMle, inform the annual improvement plan, which details areas for continued school improvement.

Staff, pupils and parents continually work together to improve experiences for all our pupils at Bruntsfield Primary School.