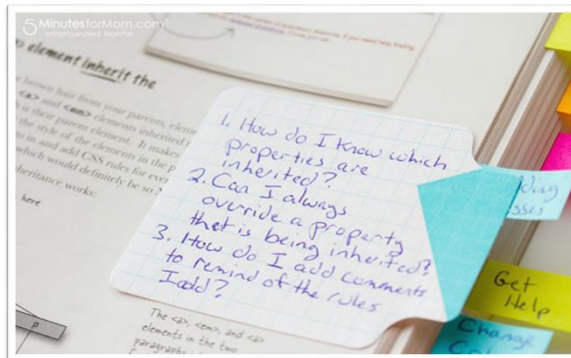


Grange Academy



Learning at Home

S1-S3

A guide for parents and carers.

What is this booklet for?

The purpose of this booklet is to help parents and carers understand the schoolwork their child will be working on at home and how they can help. It can be used as a tool to discuss homework with your child and to agree priority areas.

This booklet is packed with lots of detail so please don't feel that it's meant to be read cover to cover! Instead, please use it to dip in and out of as a reference guide if an issue comes up in a particular subject.

How much homework should my child be doing?

Approximate guidelines are given below. This time may be partly for tasks assigned by the teacher but will also include time for your child to look over the work they've done that day and try to absorb it.

S1: 1 hour per night.

S2: 1 hour 15 minutes per night.

S3: 1 hour 30 minutes per night.

What kinds of homework will be child be doing and how can I help?

This is described on each separate subject page.

If my child has a problem with their homework, what should they do?

If your child has explained the problem to you and you feel it requires a bit more help from the teacher, they should do as much of it as they can and take it in to school. In class, they should explain to the teacher what they became stuck on. Please remind your child that they won't be in trouble for being stuck – the teacher will only be disappointed if they haven't given it a go at all!

How will I know what homework my child has each week?

We would ask that pupils communicate with their parents/carers about their homework in the first instance. However, we know this can sometimes be a bit of a battle with teenagers! If in doubt, please refer to Show My Homework.

Who should I contact if I have a query about my child's homework?

At the top of each subject page is the name and contact details for the Principal Teacher of the subject. This is your first point of contact. If your question is not specific to a particular subject, please phone the school and ask to speak to your child's Guidance teacher.

I'm worried that I don't have the knowledge to help my child with their homework.

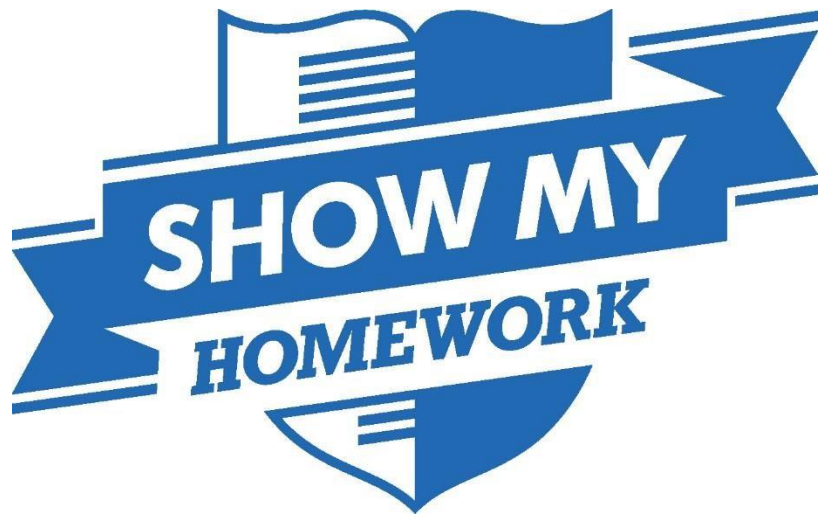
Please don't feel that this is your homework! It's not. Your role is more about encouraging your child to stick at it and to give it their best shot. The encouragement to get into a steady homework routine is invaluable.

This booklet does not provide a list of all the things Grange Academy is asking you to do with your child in the home; instead, it is for dipping in and out of. If your child is working on a particular subject and you wish to get some guidance about what they're doing, this booklet is a resource to help with that.

We all have areas we are better at than others; pick the bits that you think you can help with and focus on those.

Show My Homework

Please contact the school if you or your child is having difficulty with the app or the website.



My World of Work

As your child talks to you about their homework and subjects, it is likely that you will support them in thinking about which subjects are useful for which careers. Our Careers Advisors from Skills Development Scotland direct pupils to this website:

<https://www.myworldofwork.co.uk>

Art and Design

Contact: Ms Kerry Leitch 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:	Examples of how you can help:
Researching Artists/Designers and their work <ul style="list-style-type: none"> Forming personal opinions and views and sharing them with others. Preparing Presentations. Writing Essays/Summaries 	<ul style="list-style-type: none"> Encourage the use of Internet, library and visiting galleries to help explore the opportunities close to home and worldwide. Prompt youngsters to use language associated with the areas of Art/Design they are studying. Please encourage your child to practise giving presentations aloud, possibly using family as an audience. Share your own ideas and opinions with youngsters and provide justification for your opinions by discussing reasons and facts. Prompt young people to justify their own thoughts and opinions. Encourage questioning of thoughts and opinions by sharing differences of opinion. This will help young people learn to respect other's opinions, while building confidence in sharing their own ideas and thoughts openly. Encourage the use of own words throughout. Encourage consideration of how work is presented, access to creating a PowerPoint, Poster, Video etc.
Observing and Recording <ul style="list-style-type: none"> Practice is key to developing Drawing Painting and Mixed Media skills. 	<ul style="list-style-type: none"> Encourage young people to spend focused periods of time on set tasks without interruption or distraction. Help young people to persevere with tasks by reviewing work as it progresses. Encourage children to take time to analyse their strengths and areas for development before the work is complete in order to allow them to fix or improve as they work. Prompt them to spend additional time developing areas of weakness through practice.
Problem Solving <ul style="list-style-type: none"> Develop and communicate imaginative and original solutions in both two dimensional and three dimensional outcomes. 	<p style="text-align: center;">Design</p> <ul style="list-style-type: none"> Prompt young people to explore the practicality of objects and their function. Look at objects in and around the home and the local area and question their intended use and success. Encourage young people to ask questions for understanding. Do not expect to have all the answers yourself. Encourage young people to look beyond the obvious for answers and to use their imagination. Build on curiosity through exploration - help young people to take objects apart and try to re-build them in order to develop understanding of how things are created. <p style="text-align: center;">Expressive</p> <ul style="list-style-type: none"> Encourage the use of a wide variety of media and materials in their own work. Prompt children to work quickly sometimes and not to always worry about neatness when being creative and exploring/experimenting with materials. Encourage reflection by discussing what has worked well and what has not been so successful along with possible reasons and solutions. Ask your child about their work and progress. Review their work with them regularly to discuss and celebrate achievements.

Creative Challenges <ul style="list-style-type: none"> □ Tasks set to allow youngsters to be imaginative and respond personally to given challenges. 	<ul style="list-style-type: none"> • Encourage youngsters to be dynamic and experimental. • Build confidence through positive comments and fun perspective. • Join in with tasks and work together to complete some of the challenges or to challenge one another.
Sketch Books/Visual Diaries <ul style="list-style-type: none"> • Build up a collection of visuals, annotated with thoughts and feelings. • Experiment with materials and techniques to re-produce the work of others. • Experiment with personal ideas to find visual solutions. 	<ul style="list-style-type: none"> • Encourage the use of sketchbooks to record thoughts and opinions in written and visual formats. • Look over work with youngsters and share ideas with them, to explore possibilities. • Encourage the use of different materials and media wherever possible. • Remind your son/daughter that their work has great value. Everyone has their own unique style and pace of learning. It is vital to express and develop our own personal style within Art and Design.
End of Unit Evaluations <ul style="list-style-type: none"> □ Analyse and evaluate personal accomplishments and determine next steps. 	<ul style="list-style-type: none"> • View your child's work with them and discuss strengths and areas for further development using positive feedback and encouraging them to be critical in a supportive manner. • Help your child complete their own comment, sharing their personal thoughts and opinions of their work. • Add your own comments to the evaluation sheet for each unit of work.
The VISUAL ELEMENTS – LINE, TONE, TEXTURE, PATTERN, SHAPE, FORM, COLOUR The Visual Elements are fundamental to Art and Design and underpin all tasks. The use of and understanding of the Visual Elements is incorporated into all units of work in both class and homework tasks. <ul style="list-style-type: none"> • Use the Visual Elements as a starting point for discussing the work of Artists/Designers and own work. • Select individual Visual Elements and question youngsters on their use within a piece of work and the impact on the piece. Share your own opinions, with justification and reasons. • Encourage young people to look for the visual elements in the wider world and discuss their use and impact. 	
Language/Terminology In Art and Design we often use specific words/terms/phrases when discussing work. A word bank can help encourage young people to become more familiar with the language of Art and Design and improve their ability to convey thoughts and opinions clearly. <ul style="list-style-type: none"> • Encourage the use of word banks to expand vocabulary. • Prompt youngsters to use a dictionary to check for meaning if they are unsure of any of the terminology used. 	
Presentation Good presentation can help show the time that has been dedicated to the task and the value associated to it. The way work is presented can impact the overall feel and success of the piece. <ul style="list-style-type: none"> • Encourage youngsters to have pride in their work. • Celebrate their success with encouragement and positive feedback. • Share work with family and friends to celebrate their achievements. • Ensure youngsters are using appropriate materials for the tasks set. • Encourage them to take time to produce their best work and to re-do work which they believe could be better. 	

Business Education

Contact: Mr Tom Barclay. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:			Examples of how you can help:
S3 - BGE			
The type of homework issued to your child will vary depending on the unit of work being covered. There are 3 units of work involved in S3			You can encourage your child to develop good study skills techniques by <ul style="list-style-type: none">• providing a quiet environment for homework completion• ensure that your child sets aside a period of time each week in which to either complete homework or revise You can help your child to understand coursework and revise, revise and revise notes. Your child can achieve this using mind maps, flash cards or any other preferred method of learning.
<input type="checkbox"/> Admin and IT (skills based)	<input type="checkbox"/> Business	<input type="checkbox"/> Accounting and IT (skills based)	
The type of homework issued may be:			
<input type="checkbox"/> Knowledge-based	<input type="checkbox"/> Skills based		
Your child’s response to questions will range from short answers to extended writing – particularly in the Business Unit.			
Knowledge Based			
Understanding business and ICT language is important.			You can help your child to understand language used in business by: <ul style="list-style-type: none">• regularly reading your child’s ‘keywords’ notebook with them• providing them with a key word and then asking them to write down the definition Your child will find that keeping up to date with the news can help with school and homework. Consequently, your child should be encouraged to: <ul style="list-style-type: none">• listen to current affair TV programmes (e.g. news) and to read quality newspapers. This will consolidate their learning in class – particularly in the business unit• bring into the classroom newsworthy items for further discussion This will help your child to <ul style="list-style-type: none">• better understand coursework• understand the relevance of their school learning to the reality of what happens in business in the ‘real world’. This is a crucial to your child’s learning. You can help your child to understand the use of command words by encouraging them to: <ul style="list-style-type: none">• Underline or highlight the command word(s) used in questions to ensure that focus on how they are expected to answer.• Take care to make sure that answers to a question relates to what is ACTUALLY asked.
KEY WORDS: Pupils will be asked to identify and understand key words in lessons. The keywords and definitions will be recorded into a separate notebook by pupils.			
COMMAND WORDS: Your child will be introduced to the use of “command words” when demonstrating in-depth knowledge – particularly in the Business Unit. Your child must be able to identify and apply these ‘command words’ when answering questions. Command Words – Identify, Outline, Describe.			
Coursework is electronically available on GLOW.			

Skill Based (ICT)			
<p>A skill is something that your child can learn and become better at with practice. By repeatedly practicing ICT skills your child will become an expert. By repeating skills over and over, again it will become second nature to them and all they will have to do is input the data!!</p> <p>Attention to detail is crucially important. It is important that your child does not lose marks due to typographical errors or the inability to read questions carefully.</p> <p>Coursework is electronically available on GLOW.</p>		<p>You can help your child by providing as many opportunities as possible to practice, practice and practice their ICT skill.</p> <p>You can encourage your child to:</p> <ul style="list-style-type: none">• Read questions and instructions very carefully• Understand house styles• Practice• Reduce typographical errors and produce printed work which is 100% accurate. This can be achieved by:<ul style="list-style-type: none">- proof reading- using a spell checker- understanding house style layouts - checking consistency in line spacing, capitalisation etc. <p>You can also help your child by providing them opportunities to demonstrate their ICT skills e.g.</p> <ul style="list-style-type: none">• Spreadsheet – create and up-date a record of spending e.g. pocket money• Word (Itinerary) – help to organise a family event e.g. a family day out• Database – Keep records of friends such as names, addresses etc. – great for printing labels for Christmas or birthdays.	
S2ICT			
<p>Your child will come to the department one period a week. The type of homework issued to your child will be short answer questions based on ICT skills. Your child will need to practice the appropriate skills before homework can be issued. Homework will be issued on a regular basis but may not be weekly. See above for Skills Based (ICT).</p>		<p>As above for Skills Based (ICT) with the exception of Word (Itinerary)</p>	
ADDITIONAL USEFUL RESOURCES			
WEBLINKS		PAPER BASED	Class Notes for Business Unit
http://www.bbc.co.uk/education https://glow.rmunify.com/ http://www.educationscotland.gov.uk/parentzone			

Duke of Edinburgh

Contact: Mrs Kirsten McGregor. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:	Examples of how you can help:
Physical, Skills and Volunteering	
On a regular basis pupils should be uploading evidence for their Physical, Skills and Volunteering Sections.	Parents could remind pupils to update their progress on their DofE account on a regular basis. Pupils need to complete all of the sections in their own time and they are expected to make phone calls/ email organisations etc. by themselves. However, some pupils may need some assistance/prompting to do so.
Expedition	
<p>Pupils should meet to complete route cards for their Expedition.</p> <p>In Expedition groups, pupils should meet to discuss their menu planning for the time that they are away</p> <p>Evidence for the Expedition section should be completed after both the Practice and the Qualifying Expedition. Organise your presentation date with your class teacher.</p>	<ul style="list-style-type: none"> • Please remind pupils to be assertive and make arrangements with the rest of their group. • Parents could also encourage pupils to engage more regularly with walking as an alternative form of transport and as a means of keeping fit. Parents could set a positive example and walk with their child to various locations. • If feeling adventurous, you could take your child hill walking and encourage them to use a map and compass. Discussion points for effective navigation could include: handrails; collecting features; catching features and overshooting; contour lines; distance and duration. • Parents could encourage pupils to cook at home on a regular basis for family and friends. Focus should be on creating a healthy meal that is rich in complex carbohydrates and can feed between 4 and 7 people. Consideration should be given to the limited cooking resources that pupils will have access to on an expedition – 2 Trangias for 4 people! • Discussion and research of healthy snacks that are not too high in sugar and/or salt. • Of course with cooking, comes the washing up. Not the dishwasher, washing by hand! Enjoy the moment when you tell them that it is homework! • Parents could ensure that information is uploaded promptly for both the Expedition and the Presentation as this will ensure that they receive their Award at the same time as their peers.

Additional Useful Resources:

- Duke of Edinburgh webpage
- EDofE account
- www.lupineadventure.co.uk

Drama

Contact: Mr Darren Ramsay. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:	Examples of how you can help:
Performing (Presenting) – <i>In Drama, pupils learn and develop skills for performance. This may involve them presenting pieces of Drama individually, as part of a small group and with the entire class. These performances will be assessed across the duration of study and evidence will be recorded.</i>	
<input type="checkbox"/> Pupils may be asked to learn lines for performance.	<ul style="list-style-type: none"> • Listen to their performance. • Read and rehearse with them, including reading in other parts as appropriate or is helpful for fluency. • Help with appropriate research of similar types of characters/accents. • Encourage them to discuss their reactions to the characters, plot and theme.
Creating – <i>This area of study involves pupils creating their own piece of Drama. This will be approached in a number of ways. Evidence will be captured in a variety of ways e.g. formal written script and audio/video recording.</i>	
<input type="checkbox"/> Writing Plot/Story Outlines. Pupils may be asked to structure the basic outline of their drama.	<input type="checkbox"/> Help with appropriate research of similar topics or existing performances to get ideas for plot or outline.
<input type="checkbox"/> Writing Scripts. In direct link to the task immediately above, pupils may then be asked to take their plot or story outline and write lines for individual characters.	<input type="checkbox"/> Ask your child to read out the lines and read in other characters to assist with the process. This could also be recorded for reflection.
<input type="checkbox"/> Develop Characters. This task will be linked with performance as well as thinking about who and what type of character will be. By S3 this will include writing an 'in role diary entry'. This will be written in character and in the first person.	<ul style="list-style-type: none"> • Help with appropriate research of similar types of characters that may fit the profile. This may include thinking about any and all physical attributes, age, gender, accents, mannerisms etc. • Parents or carers could test their child on knowledge of voice and movement terminology.
<input type="checkbox"/> Written evaluation of each unit of work.	<input type="checkbox"/> Help your child reflect on the drama process and their effectiveness within a particular presentation.
<input type="checkbox"/> Pupils may be asked to undertake various production tasks for lighting, sound, costume or make-up.	<input type="checkbox"/> Help with designs and plans.

English

Contact: Mrs Elaine Dunsmuir. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:	Examples of how you can help:
Reading	
<p>□ <i>Analysing a passage of text (non-fiction).</i> Your child will be making judgements about how words are used; which techniques are present; who the passage is aimed at and what its purpose is; how the passage is structured etc. They will also be learning to summarise the main ideas using their own words. Some of the activities on the passage will be designed to check your child's understanding of the writer's ideas.</p>	<ul style="list-style-type: none"> • Encourage your child to talk to you about the ideas in the passage. Clarify any parts they don't understand. Listen to their personal opinions about the ideas and offer your own. • Ask them to read the passage aloud to you. Correct their pronunciation if required; help them read with a lively rhythm. • If they are stuck on a word, ask them to make an educated guess from the context (the words around it). If they remain stuck, encourage them to look the word up in a dictionary or online. • Prompt them to use their own words unless they are quoting.
<p>□ <i>Studying a novel, poem, short story, play.</i> Much of the analysis is as above. In addition, your child will be thinking about themes; connections to the real world; why characters behave the way they do etc.</p>	<ul style="list-style-type: none"> • Encourage them to discuss their reactions to the characters, plot and theme. • Ask them to think about connections to other literature (or media) they know.
<p>□ <i>Reading for pleasure.</i> Every child has a library book.</p>	<ul style="list-style-type: none"> • Please encourage your child to read for pleasure. They have free choice from the school library but are, of course, very welcome to make their own choice from home. Websites: The Scottish Book Trust; Readathon; The Book Trust (Books for Teens section); Bitesize English, 3rd level and 4th level. Passages of text to practise with – online newspapers.
Writing	
<p>□ <i>Creative/Persuasive/Discursive.</i></p>	<ul style="list-style-type: none"> • Discuss topical issues with your child and help choose relevant and appropriate topics. Encourage your child to read quality journalism.
<p>□ <i>Critical essays about literature.</i></p>	<ul style="list-style-type: none"> • Discuss aspects of literature such as theme and character with your child. • Encourage your child to keep organised notes.
<p>□ <i>Spelling, grammar and punctuation.</i></p>	<ul style="list-style-type: none"> • Proof read homework with your child. • Encourage your child to check work with a dictionary. • Encourage your child to keep a word bank.
Talking and Listening	
<p>□ <i>Preparation for Solo Presentation.</i> In addition to preparing quality ideas, your child will be learning how to maintain eye contact with the audience; speak clearly; signpost their ideas clearly etc.</p>	<ul style="list-style-type: none"> • Your child will have a parent feedback sheet which explains the qualities of a good presentation. • Please listen to them rehearse their talk and give them some feedback.
<p>□ <i>Preparation for Group Discussion.</i> The key skills here including turn-taking; politely contradicting; reinforcing or extending someone else's point; contributing ideas.</p>	<ul style="list-style-type: none"> • Have a discussion with your child on the topic of the group discussion so that they can practise.
<p>□ <i>Watching and Listening.</i> Your child is learning to understand and summarise key ideas, and to detect techniques in speechmaking.</p>	<ul style="list-style-type: none"> • Encourage your child to watch educational films or documentaries with parents and discuss topical issues that arise.

Gaelic (Learners)

Contact for Gaelic: Mr Iain Wilson. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:	Examples of how you can help:
Reading	
<p>☐ <i>Close Reading.</i> Your child will be required to read texts to decipher specific information; answer questions on each text to show an understanding of the language and identify the overall purpose of the passage</p>	<ul style="list-style-type: none"> • Help your child use key wording from the set questions to help identify information. • If they are stuck on a word, ask them to make an educated guess from the context (the words around it). If they remain stuck, encourage them to look the word up using the online dictionary.
Writing	
<p>☐ <i>Personal Paragraphs.</i> Your child will be asked to complete a paragraph of writing using vocabulary studied in class.</p>	<ul style="list-style-type: none"> • Support your child by reading through the vocabulary available for each topic. • Encourage your child to make use of full structures that they pick up in their reading.
<p>☐ <i>Spelling, grammar and punctuation.</i> Your child will be asked to learn vocabulary on a weekly basis; learn grammar rules and practice grammatical concepts.</p>	<ul style="list-style-type: none"> • Encourage your child to write out the vocabulary several times to help their learning. • Encourage your child to check work with the online dictionary. • Encourage your child to revise grammar rules. • Encourage your child to keep revising their word bank.
Talking and Listening	
<p>☐ <i>Preparation for Solo Presentation.</i> Your child will be asked to structure their ideas for presentation; they will be required to think about pronunciation, eye-contact and body language.</p>	<ul style="list-style-type: none"> • Your child will be given notes to support their presentation. Please encourage them to make effective use of these notes. • Your child will also be given a recording of their presentation. Encourage them to listen to it to support their pronunciation. • Sound files will be available on Glow to support your child with their understanding of spoken Gaelic. • Your child will receive feedback on each spoken assessment. Please go over this with your child when rehearsing for subsequent presentations.
<p>☐ <i>Listening for Information.</i> Your child will be asked to listen to a recording and to summarise the main key points.</p>	<ul style="list-style-type: none"> • Help your child use key wording from the set questions to help identify information. • If they are stuck on a word, ask them to make an educated guess from the context (the words around it).

Additional Useful Resources:

- BBC Alba
- BBC Radio nan Gàidheal
- Online Dictionary. <http://www2.smo.uhi.ac.uk/gaidhlig/faclair/sbg/lorg.php>
- Online Dictionary <http://faclair.com/>
- www.storlann.co.uk
- <http://www.learn Gaelic.net/>

Geography

Contact: Mr Donald Gray. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:	Examples of how you can help:
<ul style="list-style-type: none">• Completing any booklet tasks started in class as and when instructed.• Specific set pieces will further develop the skills and knowledge that we are working on in class.• Tasks should be completed to the best of their ability – utilising course booklets. For example, further consolidation of atlas skills using homework diary / online maps.• Prior to assessments: revision is paramount to achieving good grades.• However regular reading of class notes would begin to establish a revision pattern which will be beneficial in the senior phase of school.• Basic question and answer work utilising the course booklets.	<ul style="list-style-type: none">☐ Look over completed work with your child to ensure all tasks have been complete and this will allow for you to assist with any areas they have found difficult.
	<ul style="list-style-type: none">• Remind your child to go back over any topics that they found particularly difficult.• Remind your child to ask teacher for help if required.
Revision websites: <p>There are many websites that are useful for each unit and these ones are easy to navigate with concise and clear information:</p> <ul style="list-style-type: none">• OS Mapzone• BBC Bitesize Level 3 and 4.	

History

Contact: Mr Donald Gray. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:		How you can help:	
S1 – Scotland’s Wars and Conflicts			
Course Overview During the course, pupils will study the conflicts which have shaped Scotland. They will be given the opportunity to learn about how Scotland was forged as a nation through the impact of the Vikings, the Romans and also the subsequent wars involving Wallace and Bruce; before looking at the lead up to the Union with England in 1707 and the current state of Scotland today. Pupils will be encouraged to share their views on topics and undertake tasks which will extend their writing and knowledge of this crucial period in Scotland’s history.		<ul style="list-style-type: none">• Check homework diaries and class jotters• Encourage pupils to read over the work done in class• Encourage pupils to challenge their own viewpoints and look for alternative interpretations of history• Ensure pupils understand how the world and the attitudes people hold, have changed over time• Encourage pupils to seek local links to History and share these with their teacher / the rest of the class	
Skills Introduction to: identifying how useful a source is; comparison; identifying the weaknesses of a source; explaining; describing.			
S2 – Slavery to Freedom in the USA			
Course Overview During the course, pupils study the history of African Americans from slavery to freedom. Within the course, pupils study the history of slavery then the subsequent implementation of Jim Crow Laws. The role of Martin Luther King is then considered in terms of how he improved the lives of African Americans, before we then consider America today and underlying issues of racism. Pupils will be assessed through a detailed report extending their knowledge of the course and also a test.		<ul style="list-style-type: none">• Check homework diaries and class jotters• Encourage pupils to read over the work done in class• Encourage pupils to challenge their own viewpoints and look for alternative interpretations of history• Ensure pupils understand how the world and the attitudes people hold, have changed over time• Encourage pupils to seek local links to History and share these with their teacher / the rest of the class	
Skills During S2 we will build on the development of the following skills: identifying how useful a source is; comparison; identifying the weaknesses of a source; explaining; describing.		Ensure pupils correctly follow the requirements for their end of course report, and read over this where possible	
S3 – Hitler and the Holocaust			
Course Overview In S3, the History course is very much focused on extending skills and preparing pupils for the challenges of senior phase. As such, this course covers the rise of Hitler from 1929 – 1933 and how he established power in Germany. It then looks at the Holocaust, including details of how it developed but also personal stories of people who suffered at the hands of the Nazis. We finally also look at genocide and suffering today and		<ul style="list-style-type: none">• Check homework diaries and class jotters• Encourage pupils to read over the work done in class• Encourage pupils to challenge their own viewpoints and look for alternative interpretations of history• Ensure pupils understand how the world and the attitudes people hold, have changed over time• Encourage pupils to seek local links to History and share these with their teacher / the rest of the class	
how we need to learn the lessons from this harrowing but vitally important part of history.		<ul style="list-style-type: none">• Ensure pupils correctly follow the requirements for their end of course report, and read over this where possible• Ensure work is as detailed as possible, including encouraging pupils to read over their own work to ensure they have answered the question set	
Skills During S3, the following skills are embedded into the course, in preparation for senior phase: identifying how useful a source is; comparison; identifying the weaknesses of a source; explaining; describing; introduction to the 8 mark essay.		Beginning to encourage pupils to time themselves answering questions so they are getting ready for the challenges of exams	

Home Economics

Contact: Mr Ross Allan. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of Common Homework tasks:	Examples of how you can help:
<p>S1</p> <ul style="list-style-type: none"> ❑ Pupils should bring an inexpensive ingredient for their practical activity when required. This information is given by their class teacher. It is also communicated via Show My Homework. Pupils are also asked to complete a small written/research task at home, usually once a term. ❑ It is their responsibility to record the completion date for this piece of homework in their own planner. Pupils will have the opportunity to take their classwork jotter home prior to a class test for revision use. ❑ 	<ul style="list-style-type: none"> • Ask your child what practical task they have been working on in class and if possible, practise this skill at home when preparing food items. Examples are cleaning and chopping vegetables. Ask them to show you the knife techniques they have been shown. • If you make use of instore supermarket shopping encourage your son/daughter to go along with you and experience for example the seasonality of particular food groups.
<p>S3</p> <ul style="list-style-type: none"> ❑ Pupils should bring an inexpensive ingredient for their practical activity when required. This information is given by their class teacher. It is also communicated via Show My Homework. They will be issued with tasks that have been discussed in class and need to be finished off at home. This written homework will be on a more frequent timescale when compared to S1/2. ❑ Prior to a class test pupils will have the opportunity to take their classwork jotter home for revision purposes. 	<ul style="list-style-type: none"> • Please ask your child if they need to bring anything and support them with bringing containers and ingredients. • In a similar way to S1/2 encourage them to help or even take responsibility for the preparation of a meal or part of a meal. • Encourage them to show good kitchen hygiene when helping out at home. • Discourage them from going out to purchase “junk food”. Try to encourage them to make a tasty and healthy snack at home. • Watching MasterChef or similar television programmes is a great source of enjoyable entertainment where information and creative skill is always on display. • food">www.bbc.co.uk>food contains excellent support information.

Maths

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Examples of common homework tasks:	Examples of how you can help:
Nightly Homework	
<ul style="list-style-type: none"> • Completing exercises started in class. • A few questions provided by the teacher for additional practice. • Extra directed tasks from the nightly revision booklet (Level 3 and Level 4 pupils). 	<ul style="list-style-type: none"> • Ask to see your child's homework diary at least once a week to see what homework has been assigned. • Encourage your child to explain their method to you (articulating the process will help to cement their understanding of the topic).
Formal Homework	
<ul style="list-style-type: none"> □ An extended exercise including routine and problem-solving questions covering current and previously studied topics. 	<ul style="list-style-type: none"> • Regularly check in with your child, asking if they're up to date with their homework. • Ask to see their homework jotter and ensure they are following up on personalised feedback comments from their teacher (if you establish the habit of signing the jotter, it will encourage them to maintain high standards).
<p style="text-align: center;">Mathsworkout (www.mathsworkout.co.uk www.numeracyworkout.co.uk) Username: grange Password: purple</p>	
<ul style="list-style-type: none"> • Topic based, self-marked online activities. • Pupils can choose to concentrate on topics which they have been struggling with (or areas for development identified by their most recent Exam Analysis Sheet). 	<ul style="list-style-type: none"> • This is the antidote to your child claiming "<i>I don't have any homework</i>": Mathsworkout can be used at any time (even for 10 minutes an evening) to help build up their key skills. • Refer to their most recent Exam Analysis Sheets where specific tasks will be identified for your child based on their previous performance.
Regular Personal Revision	
<ul style="list-style-type: none"> • Prior to assessments, revision is essential. • It is recommended that even in S1-3 pupils would establish a routine of regular revision at home. 	<ul style="list-style-type: none"> • Make use of previous formal homework exercises to provide a useful bank of questions worth revisiting, especially those which your child didn't get full marks for first time round. • Remind your child that if there are topics which they are habitually making errors with, that further teacher input is available in the Maths Department every lunchtime.

Modern Languages

Contact: Mr Iain Wilson. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:	Examples of how you can help:
Reading	
<p>□ <i>Pupils are given reading tasks to complete at home which are based around topics covered in class. This type of task will be given on a weekly or fortnightly basis depending on other homework given.</i></p>	<ul style="list-style-type: none"> • Read through comprehension questions to ensure that your child is aware of the information they need to provide. • If there are a certain number of points allocated to a question remind them that enough information is given to get maximum points. • If you have a French/Mandarin dictionary at home, then remind them that the front of the dictionary is the place where they will find the word they are looking for (your son/daughter will be taught how to use a Mandarin dictionary). If you have access to the internet at home, then they can use Google Translate, but only to look up individual words. It is important that they familiarise themselves with using a bilingual dictionary, as they can only use this in exams).
Writing	
<p>□ <i>Short writing tasks based on the topic being covered in class</i></p> <ol style="list-style-type: none"> 1. <i>Short sentences to reinforce structures</i> 2. <i>Practising characters in Mandarin</i> 3. <i>Short paragraphs</i> 4. <i>Preparation for speaking assessments</i> 	<ul style="list-style-type: none"> • When your son/daughter has to write short sentences to reinforce structures taught in class, read through the structure given in examples with them to remind them what is expected of them. • Your child will have been taught how to write characters. Read through the notes they have. Help them to identify the number of strokes and then practise with them. There is a link below which will help your child to identify the strokes. • Before writing a paragraph, help your child to plan. What needs to be included in the paragraph? Which nouns will they want to use? Which verbs do they want to use? Which connectors would help them to structure sentences? By taking time to plan writing, the task will be much easier. The same advice is valid for preparing for a solo talk. Encourage your child to look through their vocabulary booklet and notes when planning. In addition they can use an online translation link to look up individual words, but not to translate full sentences.
<p>□ <i>Spelling and grammar. Your child will be asked to learn vocabulary on a daily basis and grammar when it is taught.</i></p>	<ul style="list-style-type: none"> • Look through the grammar notes with your child on a regular basis. It is important that these are learned and, in particular, that verb endings are learned in French for the different tenses taught. Once these have been learned, revise them with your child on a regular basis • Try to memorise vocabulary by reading a word with its meaning in English. Once your child is confident, test him/her using cue cards. On a weekly basis try a 'spelling bee' activity where you check their spelling.
Talking	
<p>□ <i>Preparing for talking assessments.</i></p>	<p>□ Prepare talking assessments in a staged way. Once a solo talk has been prepared and corrected, type it up or write it out on a fresh piece of paper. Cut it up, mix it up and then help your child to reorder it. When they are learning it, get them to highlight words they are jarring at. Listen to them delivering their solo talk afterwards. Some young people like to listen to a favourite song when they are learning solo talks. They associate the solo talk with the song and, when delivering it, are prompted by the song.</p>

Modern Studies

Contact: Mr Donald Gray. 01563 549988. grange.academy@east-ayrshire.gov.uk

<p><u>S1 – China and the UK</u></p> <p><i>Course overview:</i> During the course, pupils will be given the opportunity to learn about political and social issues in both the UK and China. Some examples of what pupils will be learning about are: political ideologies; parliament and government; healthcare; education; and crime. Pupils will be encouraged to make comparisons between the two countries.</p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • Compare/contrast. • Detect bias and exaggeration. □ Research skills. • Finding and collating relevant information. • Make and justify an informed decision. 	<p><u>S2 – Development in Africa</u></p> <p><i>Course overview:</i> During the course, pupils will be learning about the social and economic difficulties in some developing African nations. Pupils will also learn about the efforts being made to help in these countries through bodies such as the UN, and help delivered through international aid.</p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • Compare/contrast. • Extracting information from graphs and sources. • Persuasion - detect bias and exaggeration 	<p><u>S3 – Broken Britain</u></p> <p><i>Course overview :</i> During the course, pupils will look at a number of case studies involving the NHS, crime and poverty. The aim is to give a broader understanding of the current social issues in Scotland today.</p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • Pupils will begin to focus on the writing structure for National qualifications. • In addition, the enquiry skill of making and justifying a decision will be developed. <p><u>S3 – Terrorism</u></p> <p><i>Course overview:</i> Pupils will gain an understanding of the different reasons behind terrorist activities. Focus will also be on the consequences of these actions. Modern day terrorist events such as 9/11 and the Boston bombing will be investigated.</p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • Pupils will continue to focus on the writing structure for National qualifications. • In addition, the enquiry skill of coming to a conclusion will be developed.
<p>How can we help at home?</p> <ul style="list-style-type: none"> • Check homework diaries and class workbooks. • Encourage pupils to read about the issues we will be discussing, or watch the news. • Discuss current affairs at home and encourage pupils to take an interest in what is happening in their community, Scotland and the wider world. 		

Music

Contact: Mr Darren Ramsay. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:	Examples of how you can help:
Performing (Presenting) <i>In Music, pupils learn and develop skills on instruments and/or voice. This involves them presenting pieces of music individually, as part of a small group and with the entire class. These performances will be assessed across the duration of study and evidence will be recorded.</i>	
<input type="checkbox"/> If instruments are available we would encourage pupils to spend time practising. This may start as 10 minutes per practise session and increase in time depending on progress and level. For pupils who do not have access to an instrument at home and wish to practise, they are encouraged to speak to a member of staff and arrange an appropriate time and space to practise within the department, for example, at break, lunch or after school.	<ul style="list-style-type: none"> • Encourage your child to allocate time to practise or speak to their Music Teacher to organise time within the department. • Explore their knowledge and understanding of the instrument and piece(s) of music that they are studying. • Listen to them playing.
Creating <i>This area of study in Music involves pupils creating their own piece of music. This will be approached in a number of ways. Evidence of composition will be captured in a variety of ways e.g. formal written score, graphic score, use of software and audio/video recording.</i>	
<ul style="list-style-type: none"> • Literacy exercises. • Revision of theory work. 	<input type="checkbox"/> Help your child consolidate their prior learning. <input type="checkbox"/> Visit note trainer.
Listening <i>By listening to Music pupils will develop a fuller understanding of concepts they learn in class. This will benefit both the Performing and Creating elements of the course.</i>	
<input type="checkbox"/> Listen to pieces of music played on the instrument of study or voice.	<input type="checkbox"/> Help your child identify appropriate pieces of music related to the instrument or voice being studied.
<input type="checkbox"/> Listen to pieces of music relating to the topic of study.	<input type="checkbox"/> Help your child identify appropriate pieces of music related to the instrument or voice being studied.
<input type="checkbox"/> Research tasks relating to unit topics being studied in class and instruments of study.	<input type="checkbox"/> Help your child structure and plan how they will deliver the piece of work. This may be completed in a variety of different formats.

Additional Useful Resources:

- Note trainer
- Glow
- <http://www.nyphilkids.org/>
- <http://dsokids.com/>
- Audacity

Physical Education

Contact: Mr Ross Allan. 01563 549988. grange.academy@east-ayrshire.gov.uk

Examples of common homework tasks:	Examples of how you can help:
Observing and Evaluating	
<input type="checkbox"/> Using internet or TV, observe a competitive match in the activity you are currently doing in PE. Take a note of 3 different rules/laws that exist within that activity. Teacher will use this as a starting point for discussion in your next PE lesson.	<ul style="list-style-type: none"> • Watch the sport with your child. • Open discussion on rules of the game that you see • Encourage child to think of the possible sanctions for the rules breached in specific activities
<input type="checkbox"/> Using internet or TV, observe a competitive match in the activity you are currently doing in PE. Observe one thing the top performers do well in this activity. Teacher will use this as a starting point for discussion in your next PE lesson.	<ul style="list-style-type: none"> • Watch the sport with your child. • Open discussion on what a 'quality performance' might look like • In team sports, encourage your child to concentrate on a performer that they see as a role model
<input type="checkbox"/> Using internet or TV, observe a competitive match in the activity you are currently doing in PE. Write down the Factors & Features you see in that activity. Teacher will use this as a starting point for discussion in your next PE lesson.	<input type="checkbox"/> Encourage your child to have their Factors & Features booklet open in front of them when they complete this task.
Health & Wellbeing	
<input type="checkbox"/> Using a method/form of training you have learned in PE, recreate this at home by creating your own training session based on this method e.g. interval training – do 25 reps of sprints with appropriate rest periods	<ul style="list-style-type: none"> • Act as timekeeper/scorekeeper for your child • Do the training alongside them
<input type="checkbox"/> Do any form of aerobic training for a minimum of 20 mins e.g. running, cycling or swimming	<ul style="list-style-type: none"> • Encourage child to monitor their heart rate throughout to ensure it is in their training zone (they have learned how to do this in class) • Turn it into an enjoyable family event
<input type="checkbox"/> Try to book an area in Grange Academy at night to further develop your ability level in that sport e.g. if you are doing badminton in PE, arrange a game of badminton at night or during the weekend to enhance your performance	<ul style="list-style-type: none"> • Assist in the telephone or internet aspect of booking leisure facilities • Assist further by seeing if this can lead to them joining an actual club for that sport
Literacy	
<input type="checkbox"/> 'Describe' the method you used to assess your fitness levels in PE.	<ul style="list-style-type: none"> • Encourage your child to describe in chronological order as this will avoid them missing critical information. • Encourage them to paint a picture as if they were describing it to another pupil who was absent from class that day.
<input type="checkbox"/> 'Explain' why you used a particular development approach to improve your performance	<input type="checkbox"/> Encourage them to think critically about 'why' they do certain things. Explain questions require them to justify aspects of what they do in PE
<input type="checkbox"/> Write down the main differences between the command words 'describe' and 'explain'	<input type="checkbox"/> Remind them that 'describe' involves the 'what and how' and that 'explain' is the 'why'
<input type="checkbox"/> Revise for your upcoming class test, assessment by studying your answers, rewriting them out or mind-mapping	<input type="checkbox"/> Encourage good study skills such as structuring answers and mindmapping

Science

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Examples of common homework tasks:	Examples of how you can help:
Revising Classwork	
<ul style="list-style-type: none"> • A key element of homework is revising what has been learned in class. Pupils should be studying their jotters and notes. • Studying for assessments. 	<p>As they study, some prompt questions parents may ask include:</p> <ul style="list-style-type: none"> • Can you list 3 things you learned today? • Can you give examples of ...? • Can you memorise these key facts? • Can you describe this process? • Can you explain how this works? • Can you identify similarities and differences between...? • Can you use results to answer this question? <ul style="list-style-type: none"> • Reread text aloud • Highlight and rewrite the main ideas • Visualise by drawing the process • Create flash/study cards • Summarise text-bullet point • Mindmap key points <p>A useful website: http://www.bbc.co.uk/education/subjects/zq8myrd</p>
Science Literacy - develop scientifically literate citizens with a lifelong interest in science.	
<p>Use the internet to research scientific articles regularly:</p> <ul style="list-style-type: none"> • Discuss the main points of the article - aim of research, findings, and data to support. • Make notes on the key scientific ideas. • Give an opinion based on the information provided. • Check information/data stated can be found in more than one article. • Highlight scientific vocabulary and create a glossary. • Develop skills in the accurate use of scientific language. 	<p>A useful website: http://www.bbc.co.uk/news/science_and_environment</p>

Scientific Investigation - In the absence of a laboratory at home, many important science skills can be supported through cooking in the kitchen!

<p><i>Bake off in the Kitchen:</i></p> <p>Find a recipe. _____ ➔</p> <p>Plan. _____ ➔</p> <p>Using specialised equipment. _____ ➔</p> <p>Measure accurately. _____ ➔</p> <p>Risk assessment / safety considerations. _____ ➔</p> <p>Following recipe carefully. _____ ➔</p>	<p><i>Science in the Lab:</i></p> <p>Research scientific information.</p> <p>Design a practical activity to answer a question (aim).</p> <p>Handling scientific apparatus to generate results.</p> <p>Use apparatus to measure volume, mass, time, temperature etc.</p> <p>Apply lab safety rules.</p> <p>Carry out scientific procedures.</p>
<p>Timing. _____ ➔</p> <p>Bake check. _____ ➔</p> <p>Start again. _____ ➔</p>	<p>Record data at regular intervals.</p> <p>Observe and record results in a table.</p> <p>Repeat results to increase reliability.</p> <p>A useful website: http://www.rsc.org/learn-chemistry/collections/experimentation</p>



Positive attitude.

Avoid distractions.

Prioritise tasks.

Set aside time.

Organise notes.



Technical Education/Graphic Design and Manufacture

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Examples of common homework tasks:	Examples of how you can help:
Graphic skills	
<ul style="list-style-type: none"> • Freehand sketching in both 2d and 3d making good use of construction/proportion and outlining. Your child will be asked to draw basic geometric shapes and objects they are familiar with. • Rendering with tonal scale – giving the appearance on varying amounts of light on flat and curved surfaces. • Using colour to enhance and make realistic representations of everyday objects. Adding the appropriate colour and tone transforms objects your child is drawing into realistic products. • Computer graphics – learning the command words and applying them to make objects or scenes is important here. Selecting materials to apply to object parts is a key skill. 	<ul style="list-style-type: none"> • Your child will be working through a wide range of manual graphics activities so reinforcing the three stages used in freehand sketching is good. Sketching initially simple objects found at home is very good practice. Having a “B” pencil makes the result better. • Either using a “B” graphics pencil or a range of coloured pencils allows your child to bring their objects to life. Get them to make realistic sketches of familiar objects in their room and around the house. E.g. microwave oven, kitchen table, computer with monitor on top etc. • There are computer graphics packages which are free and good for working on at home. • Autodesk Inventor – Student Edition.
Manufacturing Skills	
<ul style="list-style-type: none"> • Manufacturing skills are experienced in woods, metals and plastics. These experiences are delivered through practical projects. Each project is supported with a resource pack containing set homework questions. • Planning for manufacture or learning sequenced operations is an important part of your child’s learning. They will be asked to think about how they will complete part of a practical construction task. This will involve story boarding events. 	<ul style="list-style-type: none"> • Ask to see your child’s classwork jotter where they are recording the names of tools and equipment. • Help them to complete the set homework questions making sure they answer in sentences. • If you are doing a practical task, get your child involved and talk them through the piece of work you are doing. • If possible get your child to dismantle a simple device at home but get them to record the parts they remove in the correct sequence. See if they can follow their own instructions when they then put the device back together. Please be aware of electrical safety!
Designing Skills.	
<ul style="list-style-type: none"> • Being aware of the designed world we live in is the important aspect of their learning. • They will be taught about a number of design elements and principals through practical activities. As their knowledge develops they will have a growing influence over what they manufacture • Your child will be asked to bring back to class ideas for the products they will be manufacturing and explain to their teacher why particular choices have been made. 	<ul style="list-style-type: none"> • Talking about furniture and products which you have at home is really good practice for identifying what is good and what could be improved upon. • Being able to identify the materials (woods, metals and plastics) used in a product’s manufacture will help to expand your child’s knowledge about practical design. • Asking your child about the designing task they are currently involved in will help them to think about design strategies and why they are making certain choices. Test to see if they are able to plan a manufacturing sequence for a product they are unfamiliar with.