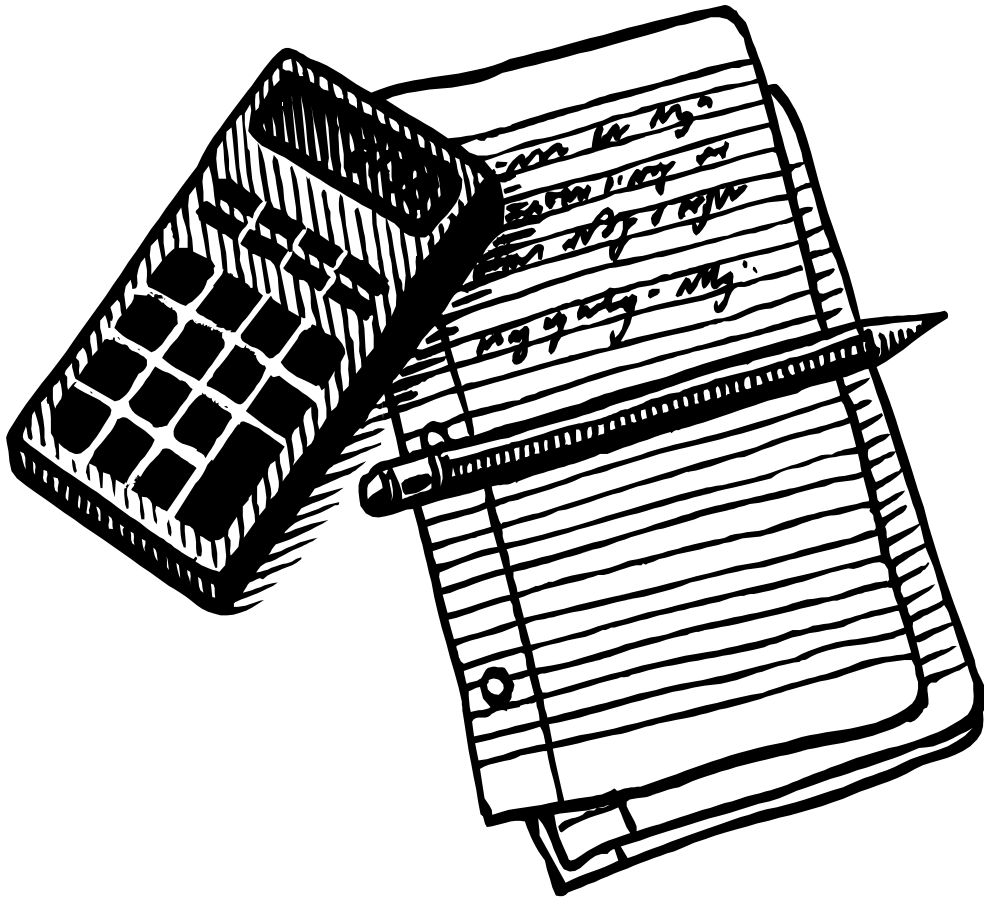


# School Position Paper



## Homework

August 2022



## Homework Position Paper

1. Why we created this position paper
2. Key Principles and Aims
3. Organisation and Administration
4. Appropriate Tasks and Time Guidelines
5. Guidance for Completion of Homework
6. Roles and Responsibilities

### 1. Why we created this position paper

In the session 2021/22 our schools identified the need for:

- Clarification around the purpose and expectations of homework for parents, carers, staff and children.
- Clarification around 'homework' and 'home learning'.
- A consistent approach to homework across the school.

We conducted a survey involving parents, carers, staff and children to find out:

- If they liked homework.
- What the positives and negatives were of homework.
- What they felt were the main purpose of homework was.
- How they would like homework set.

## Our Findings in brief

### **Parents**

Parents had a split view on homework. Just over 50% of parents liked homework and just under 50% of parents did not like homework.

### **Staff**

Staff engaged in professional discussions about home work. This again showed mixed opinions about homework.

### **Research**

There is some evidence from the Education Endowment Foundation that shows when homework is used as a short and focused intervention it can be effective in improving child's attainment, but this is limited for primary age pupils. Overall the general benefits are likely to be modest if homework is more routinely set. The quality of the task set appears to be more important than the quantity of work required from the pupil.

Children in Scotland only spend around 15 per cent of their waking hours in school. The remaining 85 per cent of children's time is spent at home or in their communities and this presents a potentially significant opportunity for learning (OECD, 2014). Around 80 per cent of the difference in how well children do at school depends on what happens outside the school gates and so learning at home is crucial for children to learn and develop (Rasbash et al, 2010; Save the Children, 2013).

Research by Scottish Parental Involvement Officers Network also states that parents and carers have a vital role in a child's learning and development throughout their lives.

Scottish Education definition of learning at home:

**Learning at home** is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities'.

(Scottish Parental Involvement Officers Network, 2018)

Learning at home can happen through a range of events including play, leisure activities, fun events, sports, trips, cultural or volunteering experiences. It can also happen through curriculum related activities, homework, reading and sharing books. Activities for learning at home can be specifically designed to enable parents to engage in their child's learning and

*build upon the learning from school or early learning and childcare setting. It can also provide intergenerational learning opportunities for the child, family and extended family and the community.*

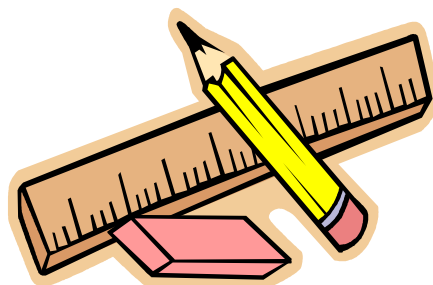
*Throughout the year we will offer some parent/carers workshops on home learning activities and some share the learning sessions to help support with ideas for home learning activities.*

*Our position paper is based on the views and evidence above.*

## 2. Key Principles and Aims

Homework is viewed as an important part of school life. The purpose of homework is to:

- build a stronger relationship between school and home
- involve parents/carers in their child's learning
- give parents and carers a flavour of what the children are working on within the class
- provide opportunities for pupils to consolidate learning
- provide opportunities for pupils to reinforce essential skills and core learning
- encourage children to prepare for elements of classwork
- nurture self-discipline
- encourage organisational skills
- foster responsibility
- promote a positive attitude to learning and studying



### 3. Organisation and Administration

Each child will be given a homework diary or information sheet at the start of the session. This will provide a brief overview of the homework for each week.

Homework for all stages will have:

- 1 piece of Literacy Homework
- 1 reading activity (*This may be a group reading book or independent read*)
- 1 piece of Maths/Numeracy Homework

At certain times children may also have:

- 1 learning at home activity where the parent takes the lead in the learning. This may be linked to other class or topic work.

Homework will be issued weekly,

- P1-3 Homework will be given out in class
- P4-7 Homework will be posted on TEAMS , and as appropriate paper versions of homework may be given to improve engagement.

with the expectation that it will be returned to the teacher by the following week, to allow children and parents to plan how best to fit in the homework. Each teacher will have a homework tray in class to which completed work may be returned before this. Verbal feedback will be given on homework.



#### 4. Appropriate Tasks and Time Guidelines

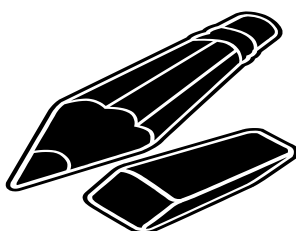
Teachers have responsibility for the setting of appropriate home learning tasks, within the framework shown below. Tasks may be differentiated to meet the needs of the children within the class.

The table below gives guidance on appropriate tasks and timings for a child to spend on homework task within one week.

Early Level	First Level	Second Level
P1 – 15 minutes per night reading Other tasks - 15 mins per task	P2 ,P3, P4 – 20 minutes per night reading Other tasks – max 20 mins	P5 , P6, P7- 20-30 minutes per night reading Other tasks - max 30 mins

#### 5. Child and Parent/Carer Guidance for Completion of Homework

- ✓ Parents/ carers should provide children with a quiet space to complete homework, free from distraction and noise.
- ✓ Parents/ carers should ensure that the child has a pencil, rubber and ruler available.
- ✓ Children will be expected to complete work within the time limits.
- ✓ Parent should support the completion of homework and initial any written homework. There may be aspects of the homework you feel that you are happy for your child to do independently, you chose what works best for you and your child.



## 6. Roles and Responsibilities

The following is a list of the roles and responsibilities of teachers, parents and pupils in respect of homework.

### **SLT:**

- Ensure staff, pupils and parents are aware of the homework position paper.
- Monitor homework to ensure adherence to the policy.
- Liaise with parents when concerns/difficulties arise.
- Ensure home-learning workshops are offered across the year.

### **Teachers:**

- Follow the homework position paper.
- Create a homework diary/ record sheet that you feel best communicates the homework to your parents. You may do this via the Blog.
- Plan and differentiate homework to meet the needs of pupils as appropriate.
- Give parents, carers and children clear homework instructions.
- Give verbal feedback as appropriate with homework.

### **Parents:**

- Ensure your child has a quiet space to complete homework.
- Work with your child to support them with the homework.
- Ensure that homework is completed and sign written homework.
- Ensure homework is returned.
- Contact the school if homework is proving problematic.

### **Children:**

- Complete homework to a good standard.
- Hand homework in on time.
- Talk to the teacher if they are having problems with homework.

