

Uplawmoor Primary School



Homework Policy

**A Guide
for Parents**

Rationale

“Parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children do better.”
(Scottish Government, 2004)

Homework provides an opportunity for pupils, parents and teachers to work together to achieve a common goal i.e. promoting learning. It should create a positive partnership between home and school.

Homework tasks should be well planned and support pupils' learning. Therefore, should have a clear purpose and be tailored to the needs of the learners.

Aims

Homework in Uplawmoor Primary School is provided for a number of different reasons. To:

- reinforce and extend learning
- provide opportunities for independent learning and thus developing good study habits and self discipline
- encourage ownership and responsibility for learning
- train pupils in planning and organising their time
- provide opportunities for parents to share in their child's learning at home

Time Allocation

Primary 1 / 2	10 - 15 minutes per night
Primary 3 / 4	15 - 20 minutes per night
Primary 5 / 6	20 - 30 minutes per night
Primary 7	30- 40 minutes per night

Tasks set for homework should be achievable within the times stated above, however, we also appreciate that certain individual tasks may fall outwith these guidelines. To assist us in monitoring how much time pupils actually spend on homework, **it would be helpful if you could let us know by adding a note of the time taken in homework jotters / sheets.**

Roles

Homework will be successful if we work in partnership and carry out our roles as follows:

Teachers

- Set homework tasks which are varied and challenging
- Ensure balance and progression across tasks
- Give clear instructions, for pupils and parents, for each task set
- Set tasks which are relevant and appropriate to the ability of the pupil and linked to current learning
- Provide feedback for pupils
- Respond to parental comments / concerns

Pupils

- Complete your tasks as best as you can
- Return all of your homework on time
- Ask your parents to sign all of your completed tasks and your homework diary
- Ensure you have all of the materials you need to complete your tasks

Parents

- Read over tasks set in task sheets / homework diaries with your child
- Provide, if possible, a suitably quiet area for homework
- Encourage your child to complete all homework tasks and value their Efforts
- Encourage your child to present their work to the standard expected in school
- Give assistance, if required, but don't give answers. Any errors should be pointed out but your child should be encouraged to work out what is wrong and make their own corrections
- Sign completed work and the task sheet / homework diary

Homework Diaries / Task Sheets

Primary 1 - 3 will be issued with a Homework Task Sheet detailing all of the activities that have to be completed each week.

Primary 4 - 7 will record their tasks in their Homework Diary on the day that they are due.

We do understand that your child will have been working hard all day at school learning new things and that the remainder of their day can involve them participating in leisure and family activities etc. Therefore, to assist in planning, all homework will be issued on the first day of the school week to allow some flexibility in completing tasks but it is recommended that it is completed each night as detailed in homework diary.

Homework Tasks

Stage	Task	Frequency
Primary 1	Phonic Sound Book	Monday - Thursday
	Reading	Monday - Thursday
	Key words	Monday - Thursday
	Maths	Monday - Thursday
Primary 2	Reading	Monday - Thursday
	Spelling	Monday – Thursday
	Mental Maths	Monday - Thursday
Primary 3 - 7	Reading	Monday - Thursday
	Spelling	Monday - Thursday
	Mental Maths	Monday - Thursday
	Maths / Comprehension / Grammar	Alternate weeks as required

* The above information should be used as a guide only. At different times pupils may require additional support in their learning and a particular area may have to be targeted. Therefore tasks set may vary for a period of time.

Spelling

Pupils will learn spelling rules in class with activities being set each day to reinforce and practise rules. Word lists will be sent home to inform you of the focus for spelling rules along with ideas for active learning activities.

Reading

Reading is a skill and like other skills, it gets better with practise. Children who read daily whether it is from a book, newspaper or magazine will develop their reading skills allowing them to become better readers which will be built upon as they move through the primary stages and beyond. Here are a few suggestions on how you can help to make reading at home a positive and enriching experience for your child.

- **Choose a quiet time** - Set aside a quiet time with no distractions.
- **Make reading an enjoyable experience** - Sit with your child, but do not to pressurise them if they are reluctant. If your child loses interest then do something else.
- **Maintain the flow** - If your child mispronounces a word do not interrupt immediately. Instead allow them to self-correct. It is better to tell a child some of the unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.
- **Be positive** - If your child says something nearly right to start with - that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them.
- **Regular practice** - Try to read with your child on most school days. 'Little and often' is best. Older pupils may prefer to read more independently so encourage them to keep you up to date with what is happening in their book.
- **Communicate** - Use your child's homework diary to communicate regularly with positive comments or any concerns you have. Your child will then know that you are interested in their progress and that you value reading.
- **Talk about the books** - There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.
- **Variety is important** - Remember children need to experience a variety of reading materials eg. Books, comics, magazines, poems, and information books.

Numeracy and Maths

Numeracy and Maths teaching today aims to help learners develop a range of strategies to enable them to solve problems in the most efficient way and in a way that they understand. Teaching is often very practical with a high focus on mental calculation and where pupils are encouraged to discuss their thinking and reasoning with their peers and their teacher.

It differs from teaching in the past when a topic such as subtraction using tens and units was taught in just one way, whether it was the best method to use or not. From the earliest days, your child will be encouraged to learn and use the language of mathematics. This is particularly important in problem solving when words such as total, make, score, and altogether may be used instead of equals. You can help your child with this by playing 'Give me another word for ...' E.g. try with rectangle, narrow, take away, circle, divide, above, share. As your child becomes proficient ask for two or more alternative words.

Mental Maths

Every numeracy and mathematics session will include mental activities which provide opportunities for pupils to articulate their mathematical thinking, practise skills, discuss alternative mental methods and be shown how to use a range of approaches. Learners are encouraged to learn tables and number bonds by heart and use these known facts to solve other problems. Halving and doubling, rounding up or down, counting on and back, knowing the squares of numbers and recognising prime numbers are just some of the skills developed during mental maths sessions.

Regular practice also helps learners to understand inverse operations such as $3 \times 7 = 7 \times 3$; $13 + 7 = 7 + 13$. Pupils are taught to picture problems in their heads then work out the best method to use.

Asking your child to describe how he /she has solved a problem will give you an insight into whether the strategy used was an efficient one or not.

Daily mental maths activities have had an positive impact on our learners and we want this to continue. Therefore daily activities will continue to be sent home. **Each of the questions should be read out loud to pupils to enable them to calculate answers in their heads. The use of “traffic light” coding will allow teachers to see which strategies need to be reinforced in class.**

Additional Homework Tasks

Throughout the session additional homework activities may be set in other curricular areas. This may involve pupils studying or researching a topic and displaying their learning in a variety of ways e.g. making a model, compiling a presentation. The way in which learning has to be displayed may be set but at times pupils will be allowed to choose how to do this.

Pupils will be issued with clear instructions / guidelines for completion of tasks along with a date of when this is due. Class teachers will consider timescales for completion alongside the regular homework that is set.

Pupils should be encouraged to complete tasks independently, to showcase their learning but may require your support in planning their ideas and to ensure they meet their deadlines.

Unfinished Work

Unfinished work will not ordinarily be sent home to complete. However, if it is felt that a pupil has failed to complete tasks due to lack of effort or concentration, which were within their capability in the time allocated, it may be sent home or completed during Golden Time.

Monitoring

Homework will be monitored regularly throughout the school as part of the school's programme of evaluating the effectiveness of learning and teaching.

Created by

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