

**Learning at Home Policy**

**Inspiring Learning Creating Opportunities Thriving Together**

‘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)

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**Clydeview Academy**

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**Aim**

To ensure that the setting of homework and home learning activities is an integral part of the teaching and learning process.

**Objectives**

* To provide an agreed whole school strategy for setting work or study which pupils can undertake at home.
* To foster the correct habits and attitudes which are necessary for future years.
* To prepare pupils for the discipline of private study.
* To encourage pupils to take responsibility for their own learning.
* To reinforce classroom learning.
* To provide extension and remediation of coursework.
* To reinforce and confirm existing skills and provide opportunities to develop further problem solving and information handling skills.
* To strengthen the partnership between home and school
* To provide parents with information on homework content from departments

**Methods of Achieving Objectives**

Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. When implementing homework, the evidence suggests a wide variation in impact. Therefore, departments should consider the ‘active’ ingredients to the approach, which may include:

* Considering the quality of homework over the quantity.
* Using well-designed tasks that are linked to classroom learning.
* Clearly setting out the aims of homework to pupils.
* Understanding and addressing any barriers to completion, such as access to a learning device or resources.
* Explicitly teaching independent learning strategies.
* Providing high-quality feedback to improve pupil learning.
* Monitoring the impact homework on pupil engagement, progress and attainment.

(**Education Endowment Fund**)

Principal Teachers should ensure that,

* their departments have a co-ordinated homework policy in line with school policy
* there is a sharing within the department of ideas and materials
* a statement of department procedures is prepared and issued to all members of the department
* homework is discussed regularly at departmental meetings.

Teachers should ensure that each piece of homework,

* is sensitive to the individual needs/circumstances of the pupil
* is set with the ability of the pupil in mind
* has a clear purpose
* is issued with clear instructions on what is required
* is constructively marked within a reasonable timeframe and pupils made aware of their marks

Homework may take a variety of forms, e.g.

* note-taking and summarising
* guided reading
* personal reading
* electronic listening, reading or writing activities
* consolidation problems in Mathematics
* writing up the results of an experiment in Science
* learning vocabulary in French and Spanish
* preparing a talk to be delivered to the class

The amount of homework set should be reasonable and vary with the year group, e.g. approximate hours for year groups:

* S1 - S2 around 4-5 hours per week
* S3 - S4 around 7-9 hours per week
* S5 - S6 around 10-14 hours per week

We should remember that not all pupils will enjoy circumstances conducive to completing homework.

Pupil voice is an important aspect of our quality assurance procedures and the development of policies. Pupil Councils have noted the following points which should be taken into consideration when creating departmental homework policies:

* Adequate time should be given to complete homework taking into consideration that many young people attend clubs etc. in the evening.
* Routines should be established across the department when issuing homework with set days identified where possible
* Feedback should be given on homework submitted
* A pragmatic approach should be taken if a young person does not submit homework on the due date, e.g. letters should not be issued immediately
* Consideration should be given to key assessments dates when planning and issuing homework
* When issuing homework on Teams consideration should be given to those that may not have access and require a hard copy
* A consistent approach should be taken by departments when recording non-completion of homework

Parents are vital to the success of the school Homework policy. They will be informed of school policy by the Headteacher and will be asked to support it. There are a number of annual events delivered by the school to provide parents with ways in which they can support their child’s learning. Parents will be asked to

* provide pupils with a bag so that proper care is taken of books, jotters etc.
* ensure that homework is completed conscientiously and in the most suitable surroundings
* regularly monitor their child’s progress
* offer help when appropriate, e.g. by volunteering to hear a prepared talk or listen to French vocabulary
* help their child organise the week ahead and to check that there is a good balance of work and leisure.

‘Children in Scotland only spend around 15 per cent of their waking hours in school. The remaining 85 per cent of their time is spent at home or in their community and this presents a significant opportunity for learning (OECD, 2014). What parents do with their children at home is more important than their socio-economic status. A stimulating learning environment outwith school can therefore be fundamental to their attainment and achievement’

**(Review of Learning at Home, Education Scotland, May 2021)**

**Staff Development**

Whole school discussion, departmental discussion and sharing good practice.

**Monitoring**

Principal Teachers - oversee departmental practice and ensure the issue is discussed regularly at departmental meetings.

PTs and Guidance staff monitor the issue of Alerts (refusal to complete homework).

SMT/Guidance scrutinise Alerts on SEEMIS for their year group in a systematic manner.

**Evaluation**

The policy will be evaluated annually.

June 2024