

**HOMEWORK Policy**

*Auchenharvie Academy*

*August 2018*



**This whole school homework policy is written in the context of our school vision and values and enhances the philosophy underpinning our curriculum rationale. It is aimed at promoting parental engagement and ultimately seeks to raise attainment for all pupils in Auchenharvie Academy.**

**Our Vision/Aim is…**

**To provide an equitable and excellent learning environment for ALL pupils which maximises their full potential and supports them into appropriate, positive and sustainable destinations.**

**Our Values**

**Respect Equality Determination**

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1. **Rationale**

This policy statement has been produced to provide a coherent framework from which all departments can develop a consistent and effective approach for pupils of all ages and levels of ability. Homework is seen as one of the principal ways in which pupil achievement can be raised.

The benefits of doing homework must be instilled at an early age in all pupils, so that independent home study becomes routine. The aim of this policy document is therefore to:

enable pupils to understand that independent learning is vital to achieving success

give every pupil the opportunity to fulfil their potential

instil in all pupils the importance of life-long learning

provide training for students in planning & organising time

promote a responsibility for learning within each pupil

It is on this basis that this policy should not be seen in isolation but as part of the learning and teaching in Auchenharvie Academy. This policy and the Learning and Teaching Policy contribute to raising attainment and the quality of the educational experience we provide to pupils and parents.

1. **Purposes of Homework**

There are various reasons for setting homework, examples of which are:

to encourage and develop self-discipline, study habits and a range of skills in planning and organising time

to allow reinforcing, extending and consolidating of work done in class

to give pupils experience of working on their own, and to develop in pupils a sense of responsibility and commitment to their own learning

to involve parents/carers as partners in education

to prepare for test/examinations

to further challenge and extend gifted and talented children.

to provide focused and sustained support for less able pupils

1. **Principles Underlying Homework Policy**

Students must take full responsibility for their homework and should be supported by their parents/carers.

Homework should be issued in appropriate quantities, and completion dates should be both clear and reasonable, taking account of home environment and extracurricular activities of pupils, including family and cultural obligations.

Homework should be a carefully planned and an integral part of course work.

It should not be seen as an “add-on” or a dispensable extra.

Homework should match the needs and abilities of pupils.

Homework should promote opportunities for consolidation and extension.

Homework is related to current work and where possible is stimulating and challenging.

Pupils should be adequately prepared for the completion of tasks set i.e. they are not to complete homework where the topic has not been covered in class.

Homework should involve all members of each year group.

Careful consideration should be given to ensure that all homework is accessible for all pupils. This equitable intervention may mean that homework is issued in different formats but no pupil should be prohibited from completing homework due to external factors.

Homework should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.



1. **Types of Homework**

The nature and frequency of homework will vary according to both stage and subject. It is not appropriate, therefore, to adopt a ‘one size fits all’ approach. For example, opportunities for home study in practical subjects, particularly at BGE level, are relatively infrequent. In some cases, a project-based approach may be more appropriate, involving pupils in research, analysis and collation, and presentation activities.

At senior level, homework should be used as a basis for structuring a period of revision and for forming good habits of taking time on a daily basis for reviewing school work, making it less of a chore when exams come.

The following structure is, therefore, generic in nature.

**Preparatory homework**

Homework set either follows on from work studied in class or is set in preparation for work that will be completed in class (for example, research or discussion). This will give learners opportunities to gain background information on a unit of study so that they are better prepared for future lessons. This can include, but is not limited to:

* Background reading
* Researching topics for a class unit of work
* Collecting items e.g. geometric shapes, items for drawing, newspaper articles etc.
* Discussion with family members regarding a current topic

**Practice homework**

Practice homework can be provided in two ways, **single-skill** or **cumulative**. Single-skill assignments are appropriate when students are mastering the taught skill itself; cumulative assignments are valuable when students are learning to determine which skill to use and then applying it.

Practice homework will provide learners with the opportunities to apply new knowledge, or review and reinforce newly acquired skills. This can include, but is not limited to:

* Consolidation exercise e.g. after an algorithm has been taught in class, homework could be to complete several problems using that particular algorithm
* Practicing for Mastery e.g. spelling words
* Reading for pleasure
* Essay Writing
* Drawing at home
* Revising information about a current topic

A critical idea here is that the student must have demonstrated competence in the skill being practiced before being asked to do it **independently** (i.e., as homework).

**Extension Assignments**

This type of homework should encourage learners to pursue knowledge individually and imaginatively, (e.g., completing a project or paper on a topic such as investigating the causes of the Vietnam War).

This can include, but is not limited to:

* Writing e.g. a book review, a blog,
* Creation e.g. designing something, creating a piece of music/song, creating a program etc.
* Investigations e.g. science, social subjects
* Researching e.g. local/regional/nation news, famous people/companies related to a particular subject
* Information and retrieval skills e.g. using a home computer, library to find material on the internet

Based upon research there are three important ideas to remember when issuing types of homework:

* The best use of homework is to build proficiency in recently acquired skills or to maintain skills previously mastered.
* Homework should be individualized.
* Teachers should evaluate homework and provide detailed feedback to students.

Auchenharvie Academy has regard for equity and as such learners who do not have access to such things as technology should not be disadvantaged when homework is issued.

1. **Frequency of Homework**

It is not possible or desirable to set prescribed limits. The following is a guide as to what is expected of pupils undertaking homework.

|  |  |
| --- | --- |
| **Level**  | **Minimum time spent on homework for each subject** |
| Higher/Advanced Higher | 2 hours per week  |
| National 5 | 1.5 hours per week |
| National 4 | 1 hour per week  |
| S3  | 30-45 minutes per week |
| S1/2  | 30 minutes fortnightly  |

\*Please note that at certain times of the year the volume of homework may increase to support teaching and learning as appropriate.

1. **The role of Parents/Carers**

The role of Parents/Carers in supporting the out of school learning of their children is crucial.

Parents/Carers should appreciate that homework is an important activity and that they have a key role in encouraging the benefits of homework, which include improved study habits, self-discipline, time management skills, and the ability to work independently.

Parents/Carers are encouraged to provide support for homework by:

* Establishing a routine whereby homework is regularly discussed with their child, and checked upon completion when appropriate.
* Displaying a positive attitude to homework, and value its importance in having a positive impact on the continued progress of their child’s learning.
* Identifying suitable times/place for their child to undertake their homework, while also encouraging the use of the additional support measures offered by the school, e.g. Pupil Support Department.
* Supporting the school by ensuring that their child attempts all homework tasks to the best of their ability.
* Actively being involved in the tracking and monitoring of homework tasks issued, by regularly logging into the “Show My Homework” app.

The support and co-operation of Parents/Carers is greatly valued and appreciated at Auchenharvie Academy.

1. **The role of pupils**
* **Value** – It is important that pupils recognise the value of homework and its role as a tool to enrich their learning. Pupils should demonstrate a positive mindset towards homework tasks.
* **Plan** – Pupils should be encouraged to plan their programme of study to ensure their workload is as evenly spread as possible. This helps assist with the development of good organisational skills.
* **Responsibility** – Pupils should take responsibility for their home study and ensure that they are completing tasks on time and to the best of their ability. Pupils should regularly access ‘Show My Homework’ to manage the homework tasks that have been assigned to them. It is important that if pupils are finding homework tasks challenging, they seek help well in advance of the due date. It is not acceptable to return homework that is incomplete.
* **Support** – Pupils should be encouraged to utilise the support systems and provisions available in the school in order to maintain a good homework record. Pupils are encouraged to ask teachers for assistance if required. They can also make use of the library after school for a quiet space, as well as peer support and access to ICT.
1. **The role of staff**

The Senior Leadership Team (SLT) will take responsibility for informing parents of the whole school policy through the use of the school website, social media and information evenings. SLT will proactively support homework across the school and encourage pupils, parents and carers.

Faculties / Departments should include within departmental handbooks, brief statements of departmental homework policy, based on whole school principles and practice.

Faculties / Departments must plan, prepare and implement realistic and manageable programmes of homework, maintain accurate records of completion and non-completion of homework.

The faculty head / principal teacher must ensure that:

* the whole school policy is embedded firmly in departmental provision
* regular monitoring and review of departmental provision takes place
* teachers keep up to date records of assessment and homework completed.

Class teachers will issue, monitor and assess homework undertaken by pupils. It is important that a realistic timescale for completion of homework is set and that pupils are made aware of how homework will be assessed or acknowledged. This is at the discretion of staff. Meaningful feedback should be given to ensure that pupils are aware of how they can continue to progress.

Staff should be interacting with ‘Show My Homework’ (SMH) as a means of issuing homework and reminders to pupils. Where SMH is used to issue homework, the staff should acknowledge receipt of completion. Staff will actively encourage pupils to seek help and will work flexibly as appropriate to accommodate this.

While praise will be given for the consistent return of homework, for example through the school merit system, teachers will also follow the whole school policy on the non-return of homework.

The pupil support department support the school’s homework policy and can assist departments, pupils, parents and carers through:

* Collaboration with subject departments on any aspect of homework provision
* Collaboration with subject departments on the development of differentiated homework materials
* Collaboration with subject departments on homework provision for the more able learner
* Providing advice and support for parents/carers and pupils on requests
* Participating in homework classes
* Offering an IDL literacy programme for pupils, parents and carers to work through at their own pace.



**9. Non-Completion of Homework**

Failure to Complete Homework

It is important to stress that our clear expectation is, that in normal circumstances, pupils complete all homework set. We foster an ethos of achievement and challenge, and we expect pupils to set high standards for themselves.

It is the responsibility for all teachers to note down both completion and non-completion of homework. This will allow teachers, Faculty Heads and Senior Management an easy access to monitoring homework trends.

Should there be issues with the non-completion of homework, submissions that do not reflect effort/ability, or persistent difficulty in meeting deadlines the following measures will be undertaken;

***Non completion of homework on one occasion:                    formal warning issued***

***Non completion of homework on two occasions:               Faculty Letter / Phonecall***

***Non completion of homework on three occasions:            Referral to Pastoral***

***Non completion of homework on four occasions:                 Referral to DHT***

***Non completion of homework on five occasions:***

***Year head will arrange parental meeting along with pupil to discuss matter further. Year Head notified through referral by class teacher providing dates etc. of previous homework’s missed.***

*Please note that all homework letters should be submitted to the school office by 10am on Thursday morning each week. Letters will be distributed at once at the end of the school day.*

In the interests of ***equity*** all departments should make paper copies available to all pupils who cannot access homework electronically or offer some means and opportunity within the school to do the homework, for example using the library.

**Appendix A**

***Checklist for Helping Your Child with Homework***

Show you think Education and Homework are important:

* Set a regular time every day for homework
* Ensure (where possible) your child has paper, books, pencils and other things needed to do assignments.
* Set a good example by reading and writing yourself
* Stay in touch with your child’s teacher

Monitor homework assignments:

* Do you know what your child’s homework assignments are? How long should they take?
* Do you know how the teacher wants you to be involved?
* Do you see that assignments are started and completed?
* Do you read the teacher’s comments on assignments that are returned?
* Is TV viewing cutting into your child’s homework time?
* Do you check your child’s homework performance on a regular basis?

Provide guidance:

* Understand and respect your child’s style of learning
* Do they work better alone or with someone else?
* Do they learn best when they can see things, hear them, or handle them?
* Help your child to get organised. Does your child need a calendar or assignment book or a bag for books and a folder for papers?
* Encourage your child to develop good study habits (e.g. scheduling enough time for big assignments; making up practice tests)
* Do you talk with your child about homework assignments? Do they understand them?
* Do you and your child talk about plagiarism and its consequences?

Talk with someone at school when problems come up:

* If a problem comes up, do you contact the teacher?
* Do you cooperate with the Pastoral teacher and your child to work a plan and schedule to fix homework problems?

**Appendix B**

Homework Letter

Dear

I am writing to inform you that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has failed to complete and return homework that was issued on \_\_\_\_\_\_\_.

Auchenharvie Academy values homework as it allows students to consolidate and further develop their understanding of subjects at home. This will ultimately lead to greater success in all subject areas.

I am sure that I can rely on your help in ensuring that \_\_\_\_\_\_\_\_\_\_\_\_ attempts and returns all future homework exercises. Should you wish to discuss this matter further, please do not hesitate to contact me.

Please sign the tear-off slip below to acknowledge receipt of this letter.

Yours sincerely

Faculty Head

Cut here and return

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Parent/carer’s receipt:

I have received your note about the failure to complete homework and will ensure that, in future, it is completed and returned to the class teacher on time.

Parent/Carer’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Name of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_