



'Be Your Best Self'

## Dunbarney Primary School

Perth & Kinross Council  
Education & Children's Services



### UNCRC Article 29

#### 'Goals of Education'

Education must develop every child's personality, talents & abilities to the full.

It must encourage the child's respect for human rights, as well as respect for their parents, their own & other cultures, & the environment.

# HOME LEARNING POLICY

Reference to the following documents have complemented the creation of this policy:

[Teaching & Learning Toolkit: Homework](#) Education Endowment Foundation

[Engaging Parents & Families - A Toolkit for Practitioners Sec. 4: Learning At Home](#) Education Scotland

Home learning is a very important part of a child's education and can add much to a child's development. Research has shown that the completion of home learning has a very positive and significant effect on children's achievement and embeds positive learning habits for lifelong learning. At Dunbarney Primary School, we believe that home learning helps children to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independent learning skills and provides parents with an opportunity to take part in their child's education.

## UN Convention on Rights of the Child

### Article 29. Aims of Education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

### Article 18. Responsibility of Parents

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

## Parent Views

As part of the review of home learning, the school sent a questionnaire to parents in March 2024. Thirty seven families completed the questionnaire, and their responses are summarised at the end of this policy. Sixty percent of parents felt that homework is an important part of school life.

Parental responses, however, covered a huge spectrum of attitudes and beliefs towards this, including the comments below:

- I don't think the arrangements have to change for us
- I am happy to support any homework set
- Being given a week to complete homework that includes a weekend is helpful.

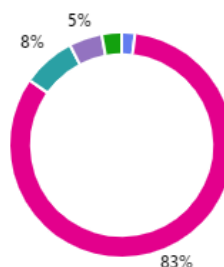
- By the time they are home from school they are shattered and homework is always a fight and never enjoyable by any of us
- We work it into family arrangements
- No strong feelings as long as it is consistent

## Learner Views

This policy has been created by incorporating the views collated from our pupil survey, carried out by our student council (May 2024). One hundred and seven learners were surveyed by the pupil council members and the children shared some of the following views:

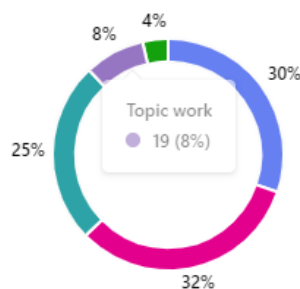
2. How often do you get homework from your teacher?

|           |    |
|-----------|----|
| ● Daily   | 2  |
| ● Weekly  | 87 |
| ● Monthly | 8  |
| ● Never   | 5  |
| ● Other   | 3  |



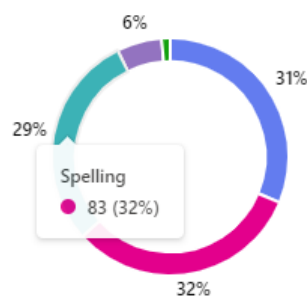
7. What do you think homework is needed for?

|                |    |
|----------------|----|
| ● Spelling     | 68 |
| ● Reading      | 73 |
| ● Number/maths | 57 |
| ● Topic work   | 19 |
| ● Other        | 8  |



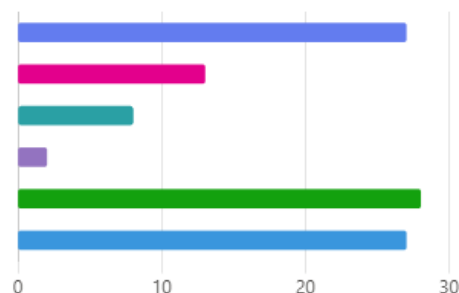
4. What subjects do you usually get homework for?

|               |    |
|---------------|----|
| ● Reading     | 81 |
| ● Spelling    | 83 |
| ● Math/Number | 76 |
| ● Topic Work  | 16 |
| ● Other       | 3  |



6. How often do you think you should do homework?

|                           |    |
|---------------------------|----|
| ● Once a week             | 27 |
| ● Twice a week            | 13 |
| ● Monthly                 | 8  |
| ● At the end of every day | 2  |
| ● When needed             | 28 |
| ● Never                   | 27 |



## Aims



### Through this policy we aim to ensure home learning:

- ✓ Provides consistency of approaches to home learning across the school and all classes
- ✓ Encourages learners and parents to share learning experiences
- ✓ Is valued, given feedback (e.g. stickers, comments or stampers) and celebrated by all
- ✓ Reinforces prior learning in class by providing further opportunities for consolidation
- ✓ Develops lifelong learning skills, e.g. questioning, researching, creating
- ✓ Promotes positive study habits

## Policy

- ❖ Children work incredibly hard during the school day. Therefore, teachers are expected to consider children's well-being when setting home learning.
- ❖ We acknowledge the important role of play and free time in a child's growth and development. We recognise that children should be able to take part in other activities outside the school day to develop fully in their own areas of interest, as well as spending valuable time with family and friends.
- ❖ To this end, frequent reading (both by and to your child) and regular number activities are the best way to support your child's learning. These fundamentals are the foundations for the basics that children need to learn such as keywords, spellings, number bonds, times tables and telling the time.
- ❖ We recognise that home learning can enhance pupils' learning when it is short, focused and relevant to current learning. Therefore teachers might set preparatory work to support future learning in school or respond in a dynamic way to the learning that has already occurred and set home learning to consolidate, support or challenge. In addition to this, teachers may give out more personalised home learning to support children with their specific targets in their learning. This additional home learning will be brief and highly focused.
- ❖ Teachers will endeavour to ensure that all children are able to work on the home learning given and with increasing independence (move back to paper-based learning – children's choice). If a child has any specific learning needs, then teachers will adapt the task so that pupils can contribute in a positive way. If children struggle with home learning, we will encourage them to bring their work into school before the due date and the teacher will find time to help them understand the task. Parents are welcome to contact teachers about any issues regarding home learning via the school email [dunbarney@pkc.gov.uk](mailto:dunbarney@pkc.gov.uk)
- ❖ If there are any children who need support to complete home learning, an opportunity to do this during the school week, during school hours will be provided by teaching staff.
- ❖ When setting home learning, we try to make sure home learning and activities are accessible to all children; where resources, such as IT or art materials are needed, these can be borrowed or used in school.
- ❖ If home learning is set, all children are expected to complete it or spend at least a reasonable amount of time on it. If this is not possible then time will be made available in school time for children to complete.
- ❖ We expect children to maintain the same standards of presentation for home learning as we set in school i.e. to use their best handwriting and a sharp pencil or pen.
- ❖ Time spent on home learning should increase as children get older
  - See *Recommended Time Allocation Per Stage below*-Home learning will be acknowledged in a timely fashion and recognition will be given for a child's effort.
- ❖ Home learning should not place onerous demands on children or their parents. We recognise the critical role that parents play in their child's learning and we



will always work to support parents in supporting their child.

- A guide for parents is available in Appendix 1

- ❖ Teachers are delighted to learn about our children and their successes in other aspects of their lives out of the classroom and will seek to celebrate this in school where you have shared this with us on their stories via Learning Journals.
- ❖ Teachers will not set home learning over school holidays.
- ❖ Teachers will not set home learning over periods of short term illness, however, some home learning may be provided upon request for children who have prolonged absence due to ill health or recuperation from medical treatment/procedures. This can be agreed with class teachers, or you may be asked to discuss this with the DHT or HT.
- ❖ If a family takes a holiday in term time, teachers will not prepare work for pupils to take with them.

### Recommended Time Allocation Per Stage

Every class will issue home learning once a week on a Wednesday which will be due in every following Monday. This approach will ensure all families across the school experience consistency of approach as we aim to make home learning more manageable for all our learners and their families. Home learning should never be too onerous, nor should it create stress within families.

| Stage         | Time spent on home learning across each week will take <u>up to</u> a maximum of:- |
|---------------|--|
| Primary One   | 1 hour   |
| Primary Two   | 1.5 hours  |
| Primary Three |  |
| Primary Four  |  |
| Primary Five  | 2 hours  |
| Primary Six   |  |
| Primary Seven |  |

When asking 'how much home learning' we tend to mean 'how much time' should tasks take to complete. This is difficult in that some children can work faster than others, so our recommendations are based on what the teacher can reasonably expect most children to manage. It is to be expected that the amount of learning the children are asked to complete will increase as they move through the school.

### Variety of Home Learning You May Expect to See

| Stage         | Learning Activities   | Please Note . . .  |
|---------------|---|--|
| Primary One   | <u>Active Literacy</u><br>Sounds (Phonics), Common / Key Words,<br>Reading Practice                   | There may be times where learning contexts present opportunities for learners to practise life skills at home: |
| Primary Two   | Number Recognition / Formation / Order / Bonds<br>Practical Maths                                     |  |
| Primary Three | <u>Active Literacy</u><br>Sounds (Phonics)<br>Reading & Writing of Common Words<br>Sentence Formation |  |

|               |  |   |
|---------------|--|---|
|               | <p>Reading Practice</p> <p>Number - Formation / Bonds / Operations</p> <p>Practical Maths</p>  | <p>e.g.</p> <ul style="list-style-type: none"> <li>✚ recitals</li> <li>✚ presentations</li> <li>✚ interviewing</li> <li>✚ constructing</li> <li>✚ rehearsing</li> <li>✚ performing</li> <li>✚ creating</li> </ul> |
| Primary Four  | <p><u>Active Literacy</u></p> <p>Sounds (Phonics)</p> <p>Reading &amp; Writing of Common Words</p> <p>Sentence Formation      Grammar</p> <p>Reading Practice / Reading Skills</p> <p>Number - Place Value / Bonds / Operations</p> <p>Practical Maths</p> |   |
| Primary Five  | <p>Spelling Patterns / Lists</p> <p>Sentence / Paragraph Formation / Grammar</p>   |   |
| Primary Six   | <p>Reading Practice / Reading Skills</p>   |   |
| Primary Seven | <p>Number - Place Value / Bonds / Operations</p> <p>Practical Maths</p>  |   |

### Appendix 1: Parental Advice and Guidance

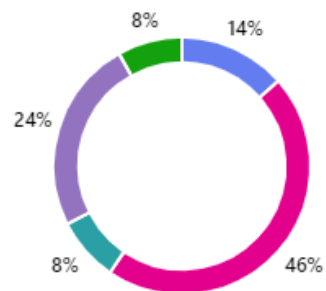
- Provide a quiet, calm space for children to work in with the relevant resources.
- P1-P3 Hear your child read aloud, ideally daily. Evidence clearly shows that the enjoyment of reading has significant impact on the achievement of pupils.
- Read TO and WITH your child. A book that is slightly above the child's reading ability will develop good language, vocabulary and sentence structure and will also feed into their writing skills. This has shown to be highly beneficial and is relevant for all ages and just as important when children can read themselves. Suggested book lists can be provided on request. Audio books and online texts can also support here.
- All reading experiences and activities are recorded in the child's 'Reading Record' by either parent or child. Make sure this is in school every day. Keep practising the fundamentals little and often.
- Think creatively when supporting your child, particularly when learning the fundamentals which need over learning. Try alternative approaches such as games, using post-it notes around the house, special pens etc.
- Use IT websites/apps/computing where it is appropriate and supportive.
- Check Learning Journals platform regularly for updates and communication regarding home learning to Support your child with their home learning, get involved but don't take over!
- Help your child manage the time they spend on home learning. If they are enjoying it then keep going but do not force your child to keep slogging away if they are not engaged. Feedback to the class teacher if there is an issue.
- Encourage your child to join in other activities and clubs in and out of school  
 - **UNCRC Article 15 'Freedom of Association'** - Every child has the **right to meet with other children & to join groups & organisations**, as long as this does not stop other people from enjoying their rights.



## Appendix 2 – Summary of Parent Homework Survey:

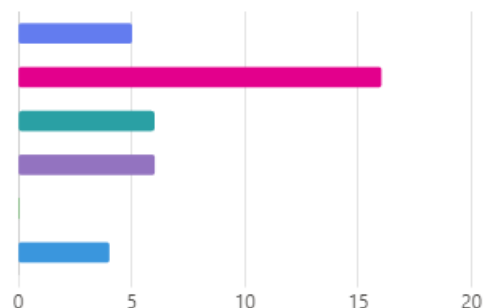
2. I think homework is an important part of school life?  
(0 point)

|                   |    |
|-------------------|----|
| Strongly agree    | 5  |
| Agree             | 17 |
| Neutral           | 3  |
| Disagree          | 9  |
| Strongly disagree | 3  |



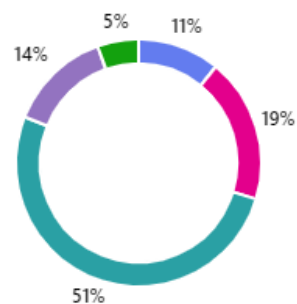
3. I think homework is an important part of learning for children? (0 point)

|                   |    |
|-------------------|----|
| Strongly agree    | 5  |
| Agree             | 16 |
| Neutral           | 6  |
| Disagree          | 6  |
| String            | 0  |
| Strongly disagree | 4  |



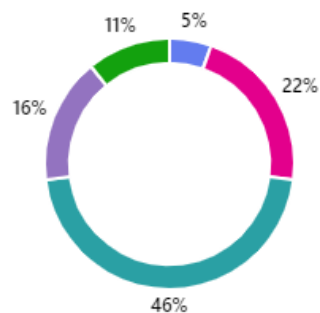
4. I think my child(ren) get(s) the right amount of homework? (0 point)

|            |    |
|------------|----|
| Always     | 4  |
| Very Often | 7  |
| Sometimes  | 19 |
| Rarely     | 5  |
| Never      | 2  |



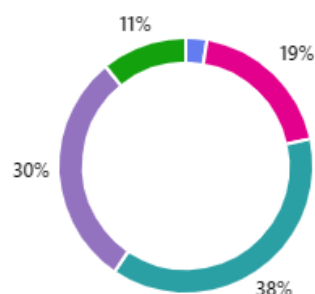
5. My child(ren) is(are) able to complete their homework independently? (0 point)

|            |    |
|------------|----|
| Always     | 2  |
| Very often | 8  |
| Sometimes  | 17 |
| Rarely     | 6  |
| Never      | 4  |



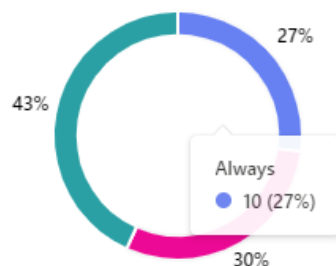
6. My child(ren) enjoy doing homework? (0 point)

|            |    |
|------------|----|
| Always     | 1  |
| Very Often | 7  |
| Sometimes  | 14 |
| Rarely     | 11 |
| Never      | 4  |



7. Teacher feedback is given to my child(ren) (verbally or in marking) on their homework? (0 point)

|            |    |
|------------|----|
| Always     | 10 |
| Very often | 11 |
| Sometimes  | 16 |
| Rarely     | 0  |
| Never      | 0  |



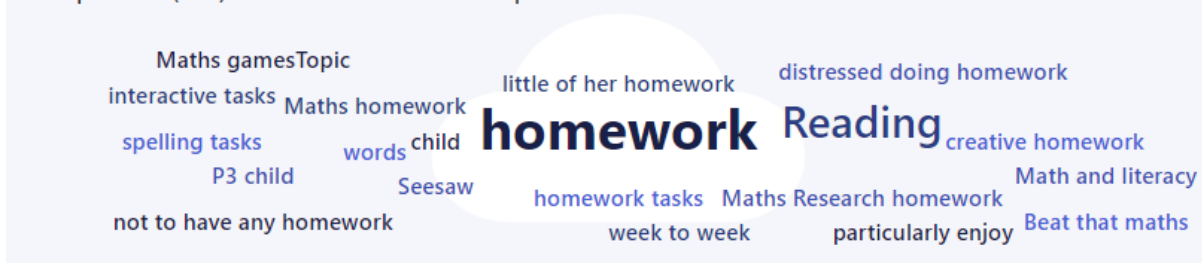
8. Which type of homework does your child(ren) enjoy? (0 point)

[More data](#)

37  
Responses

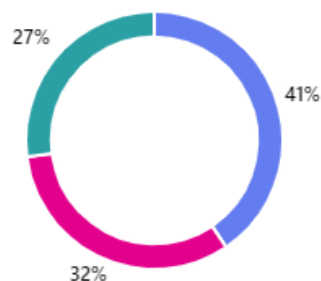
Latest Responses  
 "I wouldn't say they particularly enjoy any homework"  
 "Reading book"  
 "They much prefer homework that is given out in paper format than on seesa..  
 ...

10 respondents (27%) answered homework for this question.



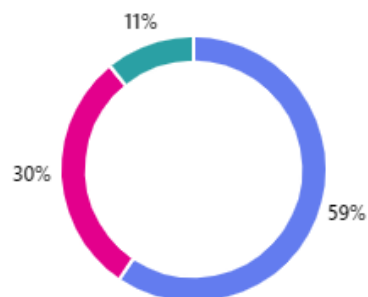
9. I would prefer my child(ren) to have only reading, spelling/phonics and number bonds/timetables (etc) for homework...

|        |    |
|--------|----|
| Yes    | 15 |
| No     | 12 |
| Unsure | 10 |



10. Overall, do you support homework being given on a weekly basis? (0 point)

|         |    |
|---------|----|
| Yes     | 22 |
| No      | 11 |
| Neutral | 4  |



11. Please comment on homework arrangements that would work best for you as a family? (0 point)

[More deta](#)

37

Responses

Latest Responses

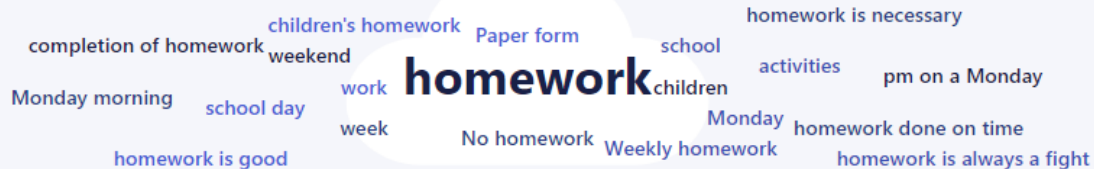
"I think if one of my children is falling behind in primary school then homework.

"Current arrangements are fine"

"Homework and their reading book needs to be given on the same day each ..

...

21 respondents (57%) answered homework for this question.



12. Any other comment you would like to share with us about homework that would help us create our new policy/appr...

[More details](#)

37

Responses

Latest Responses

"I think a clear explanation as to why particular homework is being given wou.

"No other comments"

"Homework needs to be an achievable amount each week. It has varied in th..

...

15 respondents (41%) answered homework for this question.

