

Homework Policy



Rationale

Research shows that **learning at home** can have significant, immediate and longer-term impacts on children in different ways. These include a child's early learning, later achievements, nurture, resilience, wellbeing, social mobility and skills for life (Education Scotland).

What is home learning?

Learning from home is not confined to just homework. Education Scotland provide the following definition:

Learning at home is a broad term to describe the learning which happens out-with early learning and childcare settings and schools. It can take place through everyday activities including play and general family life, such as food preparation and cooking. It can also happen through curriculum related activities, homework, reading and sharing books.

*Engaging in your child's learning can make a real difference to how well they do. Making your home a **positive home learning environment** plays a big part in this, no matter what age your child is.*

A **positive home learning environment** involves:

- ✓ providing opportunities for your child to play and interact with books, objects and everyday experiences to help them make sense of their world
- ✓ positive interactions with people who provide the love, security, encouragement and conversation
- ✓ positive role models to help your child to thrive
- ✓ time spent talking together; this is very important for your child's development and wellbeing
- ✓ creating time and an appropriate space to complete homework tasks

In summary, a good home learning environment encourages children and young people to have positive attitudes to learning, to be curious, and to have confidence in themselves.

Homework Activities at Fair Isle Primary School

Purpose of Homework

Fair Isle Primary School recognise several purposes of homework:

- Practice/consolidation of class work
- Opportunities for individual work
- Training in personal organisation and time management
- Developing good habits and self-discipline
- Encouraging ownership and responsibility for learning
- Providing information to parents
- Creating opportunities for parental co-operation and support

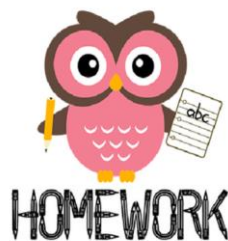
Content of Homework

We set a variety of homework activities (covered in the next pages). The content of the tasks may vary from stage to stage, and at different times throughout a session, but should always be:

- Meaningful, relevant and impactful
- Clearly understood by the pupil
- At an appropriate level of ability for the child
- Reflect a variety of activities
- Reviewed by the teacher, with feedback given

Homework at Fair Isle Primary School is seen as an integral part of the school curriculum and will be given to your child most weeks of the school year. We value your co-operation and interest in your child's homework, as this can be a great source of encouragement to your child. Parents/carers are encouraged to contact the school if they have any queries about homework but are reminded that it should not be an onerous task.

Homework will be given daily from Monday to Thursday. The teacher and child agree on the tasks that will be of value to them. The children will have a reading record or diary (upper primary) which can be used by the parent/carers, pupils and the class teacher as a means of communication. If pupils or parents have any issues with homework, instructions given, or expectations, then please contact the school immediately so that the problems can be discussed and sorted out quickly. If your child does not understand any part of their homework they can move onto the next page or question, if appropriate, and seek further explanation in school the next day.



Parental Involvement

Primary 1-3

At this stage, it is important for parents to sit with their child and oversee all homework tasks.

Primary 4-7

Parents should now play a less supportive role. The aim is for the children to become more independent learners, yet support should be given if asked for and parents should check that their child is completing the tasks set.

Additional Support Needs

It is important to note that if your child has Additional Support Needs, it may be necessary for you to sit with your child during homework beyond Primary 3. Tasks will also be tailored to reflect the specific needs of the child.

Time allocation:

P1-3, roughly 10 - 15 minutes each night

P4-5, roughly 20 - 25 minutes each night

P6-7, roughly 25 - 35 minutes each night

Homework is set Monday to Thursday. Weekends are an important time for families to relax together and a wealth of learning still takes place. Various family activities e.g. baking/cooking, playing board games, sports/exercise, helping in the garden, visiting relatives, etc. develop life skills and promote wellbeing. Sometimes evenings can be busy, or your child may feel under the weather. Homework can therefore be **flexible** and completed on other days or over weekends if necessary.

Overview of Homework for Different Stages

Primary 1

Phonics

In term 1, your child will come home with a new Jolly Phonics sound card each day (42 cards). They are encouraged to practise the action associated with this sound. As recognition of sounds develop, your child will be encouraged to blend (read) and segment (spell) sounds into words (e.g. d-o-g dog, j-u-m-p jump). Further guidance on supporting your child's journey through Jolly Phonics will be provided when your child is in Primary 1.

Reading

Learning to read is a very special and exciting stage in your child's learning journey. Each school night (Monday to Thursday), your child will bring home a new book to read to you. They will then read that book to a teacher at school the following day, then have their next book read to them in class before bringing that one home. Discussion about the pictures and stories is just as important as word recognition. Your child will also be given key vocabulary word cards to practise by sight, separate from the book.

Basic Number

Your child may be set simple verbal and practical maths tasks e.g. counting up to/down from 20, going on a shape hunt, number bonds (addition/subtraction) using concrete items. In addition, they may be asked to complete an online-based interactive game (eg. <https://www.topmarks.co.uk/addition/addition-to-10>) Such tasks are designed to build a strong sense of number.

Primary 2

Reading

As explained for Primary 1 but as the books get longer, only part of a book may be the necessary amount for your child to read.

Spelling

Now that your child has been introduced to the 42 sounds of the English language through Jolly Phonics, they will begin to learn spelling patterns along with irregular words (words that are not phonetically spelled – she, they, where). Spelling words will be set on Mondays and assessed on Fridays. Children are encouraged to practise daily where possible, especially on Thursday evenings.

Numeracy Skills

Tasks will be centred around addition and subtraction to 20, learning doubles ($8+8=16$) and near doubles ($8+7=15$) and number sequencing to 100. Again, online games may be recommended to support progress.

Primary 3/4

Reading

By this stage your child will be a more competent reader and it may not be necessary for the teacher to read the text to your child first. Instead, your child will read a section of text in class to the teacher, who can support with any new vocabulary, and engage in discussion about the story. Your child will then read the next section of the text at home to a parent. It is a good idea to ask your child to explain/give an overview of what has already been read in class. Depending on your child's ability, they may not be required to re-read the pages read at home in class the next day. Instead, the text will be continued with the teacher.

Please note: In a small school of our size, reading is **one-to-one with the teacher** as opposed to larger classes/schools, where children read with the teacher as part of a group of pupils.

Spelling

In addition to above, sentence work is an important opportunity to develop writing skills including grammar, handwriting and vocabulary. It is helpful for your child to discuss their ideas for sentences with you beforehand to construct sensible, coherent work. Please encourage your child to check their punctuation and assist with the spelling of any unknown vocabulary. To extend skills further, you can encourage your child include an adjective or 'up-level' a verb (ran/dashed) or adjective (big/enormous).

Numeracy

Your child will begin learning times tables. Regular practice will help your child recall multiplication and associated division facts more readily and this will support their future progress in maths. Online games such as [Hit The button](#) are a great way to support this learning. Tasks will also focus on addition and subtraction to 100, Place Value and Sequencing numbers to 1000. The children may be given Teejay Homework tasks. This work will relate to current learning from the Teejay textbook in class.



Primary 5-7

Reading

As described above for P3/4. In addition to Oxford Reading Tree (core books), your child will select material to read for pleasure and be encouraged to read some of this each day. In Primary 6 and 7, your child may also be given a set novel to study in more depth and challenge their reading skills further. Core

reading (ORT) will be set daily Monday to Thursday. Children at this stage are encouraged to engage in reading for approximately 20 minutes per day, each day of the week where possible. Depending on your child's ability, it may not be necessary for the teacher to listen to reading out loud on a daily basis; once or twice per week may be more appropriate depending on their ability.

Spelling

Your child will cover more complex spelling patterns and rules. They will be expected to extend their sentences using descriptive vocabulary (adjectives, interesting verbs, adverbs) and connecting words (because, although, however) to include more detail. They may also be asked to use key spelling vocabulary in a paragraph and be encouraged to use more complex punctuation.

Numeracy

By this stage, your child will be applying their core numeracy skills to areas such as percentages, decimals, converting between units of measurement (g/kg), speed/distance/time, etc. as well as completing problem solving tasks. Where necessary, Teejay Homework exercises may be sent home to consolidate core learning in class.

Tips to help your child at home

- Have a quiet workplace
- Choose a time when your child is fresh
- Help your child to get organised
- Be available to help and encourage
- Keep reading stories to your child
- Above all show interest and praise good efforts

While homework is important, it should not prevent your child from taking part in other family or community activities. Please speak come and speak to the teacher if you have any concerns in relation to homework.

USEFUL WEBSITES

<https://education.gov.scot/parentzone/>

www.bbc.co.uk/learning

<https://www.topmarks.co.uk>

<https://www.mathplayground.com>

Please let us know if you find any good websites to share!

G. Maxwell

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