

# GOURDON PRIMARY SCHOOL



## HOMework POLICY

*Written 2016*

## RATIONALE

At Gourdon School, we believe that homework has a very important role to play in helping children to achieve the very best they can at school. We recognise the important role homework plays in creating positive and meaningful communication between home and school. Homework also gives parents the opportunity to become involved in their child's learning. Research into raising pupil attainment has shown that parental involvement in the learning of the child is one of the crucial factors in raising pupil attainment.

**'Parents, carers and families can make a positive difference to a child's learning. Your support can play a vital role at all stages of your child's education.'**

*Education Scotland, 2014*

The amount, the frequency and the nature of homework tasks will vary according to the individual child and to curricular objectives. We believe that homework should be enjoyable, manageable for all concerned and that if it becomes a chore or a burden or a source of conflict it will cease to be a constructive aspect of learning and teaching.

**'The right of pupils to be given homework that is appropriate to their needs should be stressed.'**

*HMIe Inspectors of Schools Audit Unit: The Homework File, section 2.2 Policy Elements – Entitlements*

At Gourdon Primary we would aim to set homework tasks that are:

- Varied
- Well explained (mostly in writing) and with clear purpose
- Related to classroom work
- Manageable in the time given
- Challenging but not too difficult
- Likely to promote confidence through success
- Recognised and rewarded
- Primarily the responsibility of the pupil, or can be supported and/or supervised by parents/guardians
- A vehicle for improving the quality of learning experiences offered to pupils and to extend beyond the classroom environment
- An opportunity to allow pupils to maintain the same high standards for presentation as we set in school

From the earliest days of Primary the most valuable form of home learning is where parents play a key role in working with their children, not simply hearing their reading, but consciously interacting with the children in promoting Language skills and Numeracy.

Please note – "Parent" includes guardian and any person who is liable to maintain **or** has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to, **or** has care of a child or young person.

## Reading

Reading homework is consistently given to pupils at all stages.

In the early stages of reading this involves:

Reading to the child and sharing stories with him/her

Practising key words

Discussing the pictures and storyline

*As the child becomes more fluent:*

Listening to the child read

Ensuring full understanding through discussion about the text/illustrations/characters/plot and vocabulary.

*For the fluent reader:*

Listening to the child read **some** of the text

Discussion as above but extend to author, setting, style

Encouragement for the child to read more on a topic, or similar books by the same author etc.

At all stages reading should be valued.

## Maths

Maths homework tasks are shared in termly homework leaflets and are related to class topics.

## Types of Homework

Homework will look different depending on the stage, and the type of activity. Activities might include directing pupils to play a specific game from Interactive Resources. All types of homework will be detailed in termly homework leaflets to ensure pupils and parents are given all the information required.

## Time Allocation

This may vary as children work at different rates. Generally speaking we would not expect a pupil in the early stages to stay on task for more than fifteen minutes and a senior pupil for about 20 minutes. This would include assigned reading. However, we do acknowledge that many children have a great deal of other activities in the evening and would assign work over a number of days providing pupils with the opportunity to manage and organise their time. Pupil's access to resources will be carefully considered in the design and allocation of homework tasks.

## Specific Issues

The Homework Environment – The most important thing a parent can do is simply take an interest in the child's work. Apart from trying to provide the correct time and place for homework completion parents could:

- Ask what has to be done and check the homework jotter and/or homework diary.
- Don't think that sending the child to a room for several hours will mean that the work will be done.....encourage them.
- Sign the finished work.
- If you are unsure about procedure etc. feel free to write a note to the teacher in the homework diary.
- Help your child to plan; short, regular sessions during the week are often better than last minute efforts.

## **Unfinished Class Work**

This type of work will only be sent home once the teacher has ascertained if he/she has:

1. Already provided the child with enough time bearing in mind any learning difficulties, stage of development, and other activities during the day etc.
2. Provided adequate preparation.
3. Knowledge of the child's background and the type of support he/she is likely to receive.

After these considerations, it may still be necessary to send work home. This must be recorded by the teacher and the work signed by parents. If having to take work home occurs regularly the Head Teacher must be informed.

## **Term Time Holidays**

It is not Aberdeenshire Policy to provide children with work to be completed during vacations. This is because much of what goes on in the primary school depends on direct teacher intervention, use of materials etc. If they wish, children could keep a diary of their holiday which can be shared with their class.

## **Illness**

Children who are ill should use the time to recuperate. However, should a child be convalescing and be off school for a considerable time, the class teacher will, in agreement with the parents, identify any appropriate work to be done at home providing the ongoing work of the class is suitable for completion without direct input.

## **Late/Incomplete Homework**

Whilst we recognise homework is a crucial aspect of learning we also recognise that homework is done outside school in pupil's own time. All homework should be useful and relevant to the child and the child should be given further opportunity to return the task.

However, at no time should valuable teaching time be lost while a teacher pursues late or incomplete homework.

Should this continue to be a problem, the Head Teacher will be informed and parents contacted allowing both home and school to work together to help the child. Consistent failure to do homework might well be a symptom of another kind of problem.

Parents will be informed as to the homework routine via the class termly Homework leaflet.

## **What to do if you have concerns**

If you have any concerns, please talk with your child's teacher in the first instance.

If you still have concerns, please talk with Angela Wells, Head Teacher.

## **Rights Respecting Schools**

This policy was produced after consultation with all stakeholders and meets the following rights:

- Article 12 – The right to an opinion.
- Article 17 – The right to information.
- Article 28 – The right to a good education.
- Article 29 – The right to develop talents.