



Lenzie Meadow Primary School

Homework Policy

August 2016



Rationale

Homework is an ongoing feature of Lenzie Meadow Primary School. Within the infant stages there is a strong emphasis on basic numeracy and literacy as children learn to read, write and count. As children progress through the school they will have more variety of subjects and will be directed to a greater range of activities. In considering possible items for homework within these criteria teachers should keep in mind whether:

- The pupils for whom the task is set should be able to carry it out at home or whether they will experience difficulties due to the level of ability expected or the practicalities of it taking place in individual homes
- Its nature will cause undue work in assessment as we tackle bureaucracy.

Aims

Homework in Lenzie Meadow Primary is designed to:

- Provide additional practice
- Inform parents of what is being taught
- Inform parents of children's progress
- Encourage independent learning

Possible Content

The areas which can be targeted for homework should be seen in two distinct categories.

Routine practise usually within maths and language

Examples:

- Further examples in computation.
- Consolidation of the learning of spelling words already taught in class through *fun and interactive* approaches
- Reading practice i.e. preparation of material from reading book.
- Consolidation of computation processes e.g. Addition, Subtraction, or Multiplication tables.
- Writing on specific topics with clear guidance on format.
- Revision

Extensions of learning possibly involving research or investigation.

Examples:

- Research
- Science
- ICT activities
- Reading for pleasure of an agreed text.
- Reading for information e.g. from TV or newspaper
- Finding out more about e.g. An item from science or topic work.
- Completion of a task in art.
- Surveys for maths or Social Studies.
- Open ended tasks e.g. Problem solving, find a reason for.....

N.B. For this group it is vital to ensure that pupils have the required materials at home. While it is clear that tasks of the second type may be more suited to older pupils this should not be taken as a reason to have only simple and repetitive activities in the early level.



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Time Allocation

Attention should always be given to the time likely to be needed to complete the tasks set for individual pupils. For this reason care should be taken with regard to having children complete work unfinished in class. In most cases it is better to set precise tasks which are likely to be done in a set time rather than to complete exercises of variable length accumulated during the day.

For P1-P3 an acceptable amount of time is 15 minutes per night.

In the early stages homework should mainly be comprised of:

- The practice of reading
- Shared reading
- Language development through talk
- Work and sound recognition
- Phonic based spelling activities
- Simple research ie. Looking for objects, pictures etc. relevant to class work and /or topic work
- Handwriting
- Phonics
- Selected language and mathematics workbook pages.

For P4-P5 an acceptable amount of time is 20-30 minutes per night.

For P6-P7 an acceptable amount of time is 30-40 minutes per night.

NB. Homework should not be given on Fridays or at holiday times unless this is agreed by the parent and management.

Shared Learning – Homework in January

In order to address creativity, personalisation and choice, pupils are given alternative homework during the whole month of January each year. These activities are fun activities for family or friends and allow children a more active approach to learning that month. You child will receive a timetable of activities for January and should work through them, bringing in anything he/she has made each week.

Communication and timetables regarding Homework

The Class Teacher will diary homework for the week. Homework will be given out on a Monday and is due back on a Friday morning. Larger pieces of homework may be set over a one week period and this would be explained through the homework diary.

Children will receive a timetable of activities which they can complete in any order throughout the week.

This will allow children and parents to have flexibility around clubs and home/life balance and will prepare them as they progress through their academic career.

Responsibilities

Pupils should take increasing responsibility for undertaking and completing homework tasks.

Teachers have the responsibility to:



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- Provide appropriate homework tasks
- Provide varied and interesting activities
- Manage and monitor homework

Promoted staff have the responsibility for:

- Overall monitoring and evaluation of the homework policy and implementation
- Consulting, informing and explaining the policy to parents.

Role of Parents/Carers

Parents should be well aware of the purpose of homework and how we expect them to respond. Therefore they should be prepared to expect homework at the times described above and to enquire if none appears at home. Their role will be made known to parents at induction days, at the beginning of each new session and frequently thereafter at meetings.

With regard to their role while homework is being carried out - parents should be encouraged to try to create an appropriate environment and to take an interest in what their child is working on. They should however be discouraged from 'doing' the homework task. Discussion of what is being done or contributing suggestions to approaches to investigative tasks without taking over is desirable.

If problems arise they should contact their child's class teacher in the first instance. Should any teacher suspect that homework is being done by anyone other than the pupil concerned, this should be brought to the attention of the Depute or Head Teacher.

It is helpful if parents initial or sign homework as an indication that the child has carried it out to the best of his/her ability and that some attempt has been made to check the content.

Parents should also be encouraged to ensure that while their child is doing homework he/she receives quiet time for undivided attention. Often problems over homework occur when there are frequent interruptions e.g. to watch television, lack of concentration, unwillingness to complete rather than inability.