

GOWRIEHILL PRIMARY SCHOOL

A Policy for Promoting HOME LEARNING LINKS

December 2009

INTRODUCTION

Learning begins at home and the home setting continues to offer opportunities for learning. Teachers build on the knowledge, understanding and skills which pupils bring to school and, as the pupil progresses through school, parents and carers can build on what is done in school.

Home learning covers consolidation work as well as work of a more exploratory kind. Home Learning can be informal, where families go on visits, read or talk together or share hobbies. It can also be more formal where teachers set particular tasks to be completed at home.

This policy will focus on the more formal aspects of Home Learning.

When setting homework teachers should be sensitive to family routines and as pupils progress, they themselves should be encouraged to plan homework around other hobbies and interests.

AIMS

- Consolidate work taught in school and therefore raise attainment levels
- Encourage and promote a partnership between home and school and provide opportunities for parents to become involved in children's learning
- Provide tasks which offer variety and challenge.
- To encourage pupils to develop the skills of an independent learner
- To help children develop good work habits for the future

COMMUNICATION

Effective communication between home and school is essential to the success of a Home Learning programme.

A Gowriehill Guide to Home Learning is available and will be sent home at the beginning of each session. This outlines the school's policy and approaches to home learning.

Workshops and information evenings are also offered to parents and carers. Parents are encouraged to comment in the Home Link Diaries.

MAIN FEATURES OF HOME LEARNING TASKS

We set a variety of home learning activities. The content of the task set may vary from stage to stage and at different times throughout the session but should always be:

- Clearly understood by the pupil and closely related to ongoing class work
- At an appropriate level of ability for the child
- Able to be completed without specialised resources (these can be made available if necessary)
- Reflect a variety of activities although generally concentrating on basic skills
- Marked promptly with some feedback given

Parents are encouraged to discuss home learning tasks with class teachers should any problems arise.

Homework will be given regularly as indicated in Appendix 1

HOW CAN PARENTS SUPPORT OUR HOME LEARNING POLICY?

- By ensuring homework is done while your child is alert
- By trying to provide a calm atmosphere with as few distractions as possible
- By discussing the work with your child and working along with him/her especially in the early stages
- By checking the quality and presentation is of an acceptable standard and signing the work. Doing this personally and not delegating to older brothers and sisters
- By discussing problems arising from homework with the teacher (by appointment)
- By extending the work when appropriate perhaps by supplying a relevant book, visiting the library or a place of interest connected with the work.

APPROVAL, EVALUATION AND REVIEW

Following approval by the Parent Council this policy has been adopted as a full policy December 2009. The policy will be evaluated prior to review in December 2012. The implementation of the policy will be evaluated in a number of ways including regular sampling of homelink diaries, parental feedback and observation by the Senior Management Team.

APPENDIX 1

Teachers know the abilities and attainment levels of pupils in their class. This should be taken into account when homework is set. In the interests of progression and consistency the following guidelines should be referred to.

Opportunities for home learning should be set in the context of all curricular areas. Home learning will normally take place on Monday to Thursday each week unless work is of a longer duration in the upper stages or if it is set for a specific purpose i.e. learning poems/songs for assembly etc.

TIME ALLOCATION

Following a survey of parents, staff and pupils the agreed guidance for time spent on home learning is as follows:

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| P1 | 10 minutes daily |
| P2 | 10 – 15 minutes daily |
| P3 – 6 | Work may be set for the completion over a longer period (e.g. a week) and the pupil would be more and more responsible for deciding how much work needs to be completed each night. |
| P7 | Pupils should have increased responsibility for their homework programme and this may be set over a longer period (e.g. more than a week). Attention should be given to the development of study skills and work habits and time management will be an important feature of this work. |

AT EARLY STAGES - Typical tasks will be:

- Reinforcing sounds perhaps using a worksheet
- Discussion of pre reading books
- Practising vocabulary for reading books
- Practising pages of reading
- Simple maths activities
- Assembly/song practice
- Finding out something or bringing in items for a class activity
- Learning a poem for a competition

AT MIDDLE STAGES – Typical tasks will be:

- Reading practice
- Spelling
- Maths e.g. tables, telling time
- Research e.g. gathering information for class project

- Assembly/song practice
- Preparing for a class talk/poetry competition

AT UPPER STAGES – Typical tasks will be:

- A variety of follow up work in all curricular areas, including topic related and current affairs research, book reviews, spelling, preparation for a presentation/assembly/competition, reading

Review Date: January 2013