



# Homework Policy

## A Guide for Parents

# Cedar Integrated Primary School and Nursery Unit



Ratified June 2023

Learning at home is an essential part of the good education to which all our children are entitled... "A good, well organised homework programme helps children and young people to develop the skills and attitudes they will need for successful, independent lifelong learning."

DfED Homework Guidelines for Primary and Secondary Schools 1998

Cedar Integrated Primary School acknowledges the above statement and believes that homework can support and extend learning in several ways:

- To promote positive attitudes and dispositions to learning.
- To consolidate knowledge and practice skills.
- To extend learning through research.
- To develop children's curiosity and interests in the world around them.
- To involve parents in the learning process.
- To help children place their learning in a wider context (e.g. home, family, locality).
- To encourage independence, personal organisation and self-motivation.
- To develop study habits which children will require at post primary level.
- To develop UICT skills through digital communication.

**However, an effective approach to homework should also:**

- Be guided by a whole school policy which is clear to parents and children.
- Provide opportunities for a partnership between home and school.
- Be congruent with the needs and educational abilities of the pupils.
- Be specific.
- Have some time restraints.
- Be responded to by the class teacher.
- Reflect the breadth of pupil learning that goes on within Cedar, so that homework tasks extend beyond the parameters of written English and Maths activities.
- Provide home learning opportunities which are challenging, stimulating and enjoyable.
- Embrace digital communication and collaboration skills using online homework through Seesaw and One Note when appropriate.

Cedar has embraced educational change and the style of homework set reflects this. While the form of homework will be mainly written, it may also be oral or investigatory and will often involve pupils in learning something e.g. spellings or reading.

Therefore, possible areas of homework may include:

- |                       |  |
|-----------------------|--|
| ▪ Reading             | ▪ Number Facts/Mental Maths                      |
| ▪ Spelling activities | ▪ Problem-solving/investigations/practical tasks |
| ▪ Literacy activities | ▪ Research-Project work                          |
| ▪ Presentations       | ▪ Numeracy activities                            |

At Cedar homework will be structured to meet the needs of:

- (a) The whole class
- (b) A group
- (c) The individual child

The duration and frequency of homework will be dependent upon the age of the child and his/her current level of ability. Cedar has adopted an approach to homework which builds upon progression. This progression from one class to the next should be clearly evidenced by the nature and level of tasks assigned to pupils within a common format.

The times shown below are considered appropriate for each year group.

Class	Key Stage	Recommended Time
Primary 1 & 2	Foundation	10 to 15 minutes
Primary 3 & 4	Key Stage 1	15 to 25 minutes
Primary 5	Key Stage 2	30 to 40 minutes
Primary 6 & 7	Key Stage 2	30 to 45 minutes

Time limits are encompassing of all aspects of Homework. Priority should first be directed to the completion of Reading and the learning of Spellings and Number Facts and then focus should be placed on completing written tasks.

#### **How can parents help with homework?**

Obviously, parents should not actually "do" their child's homework, but they might need to give some assistance. It is recommended school policy that a parent/carer should sign a child's homework to further reinforce the relationship between Home and School.

#### **Parents are encouraged to:**

- Provide a suitably quiet environment for their child to complete homework (well away from any distractions such as a television).
- Support their child by valuing the purpose of homework.
- Talk to their child about the work they are completing.
- Ensure that their child puts effort into completing his/her work to the best of his/her ability.
- Praise their child for his/her best efforts.
- Encourage their child to repeat a homework if necessary. (Please do not tear pages out of books).
- Sign written homework and homework diaries (P7).
- Assist their child in his/her self-organisation.
- Check school bags, at all ages, for notes and information relating to homework.

- Ensure all necessary equipment and resources are readily available e.g. pencils, glue sticks, colours, Dictionary (appropriate to child's age), Thesaurus, Atlas, reference books, Bible, access to internet.
- Access the school website and avail of help sheets.
- Avail of incidental opportunities to revise key learning facts e.g. revise number facts in the car, handling small amounts of money when shopping, key times of the day.
- Expose their child/ren to written print e.g. signs, menus, magazines and to make use of the local library.
- If a child is having difficulty completing homework, please only spend the suggested amount of time on it and then inform the class teacher. If an occasion should arise preventing homework from being completed, parents/carers should not hesitate to inform the class teacher.

### **Marking of Homework**

Homework will be marked in an age-appropriate way with stickers and stamps and positive teacher comments. Older pupils will receive comments on outcomes and give written or verbal feedback when necessary.

### **Whole school Approach**

Families were asked to complete a questionnaire on their attitudes to homework in June 2022. This consultation showed clearly that most families wanted greater flexibility so that their children could take part in afterschool activities and clubs, particularly after the COVID pandemic.

- Homework is given out on a Monday which allows families more flexibility to complete homework over the course of Monday- Thursday.
- A grown up at home is asked to check and sign homework.
- If a child is experiencing any difficulties or issue with homework, please contact the class teacher.
- After teachers have explained the homework system at their Welcome meetings in early September, homework is fully rolled out.
- In December and June, the amount of homework is reduced.
- To help pupils prepare for the Transfer examinations, families in Primary 6 have the option of taking sets of practice Transfer papers to be completed and marked at home during July and August.

## Foundations Stage: Home Learning

### Primary 1 and 2

- Home learning can take the form of finding out, a game, making, outdoor activity, reading or writing activities. Most activities will be in the Home Learning Book and a few on Seesaw.
- Maximum of 10/15 minutes per night.
- It is useful to write a comment to let the class teacher know how the activity went. Home Learning Books are sent home on a Monday and should be returned on a Friday along with reading books and diaries. This gives staff time to change the books for the following Monday. If a reading book is not returned, we cannot use that set of books for another group
- Please sign the reading diary each night.
- Two books are sent home a "shared book" for a grown up and child to share and enjoy and a "guided book" that has been prepared in school and the child can show the grown up how their reading is progressing.
- High frequency words will be sent home later in the term.



- Parents/Carers will be emailed their login details.

## Key Stage One

### Primary 3 & 4

- Completed homework should be uploaded onto Seesaw.
- Spelling activities should be completed each night.
- Monday night sort into the correct box, Tuesday - column 1, Wednesday- column 2, Thursday- column 3. Friday test. Test sent home via Seesaw.
- Literacy Homework- To encourage pupils to use capital letters, full stops their phonic knowledge and high frequency words to spell unfamiliar words. Focus on spelling, punctuation and grammar covered in class.
- Maths homework- Tasks set on the key areas of curriculum, number bonds and mathematical language to reinforce concepts already covered in class.
- Pupils are asked to complete the "Traffic Light" system to give feedback to teachers.

**I completed all of my homework**



**I found my homework**

**hard** 😞

**okay** 😐

**easy** 😊

### **With increased level of difficulty Key Stage Two**

- We operate a Chilli Pepper System: Pupil chose appropriate level of work: mild, spicy and hot

### **Primary 5 & 6**

- Three spelling worksheets to be completed.
- One mathematics homework linked with weekly learning
- One literacy homework. This rotates between comprehension, writing or grammar tasks.
- Reading every night.
- Mental maths is due in daily.

### **Primary 7**

- Mental maths is due in daily.
- Grammar due once a week.
- Reading every night.
- Main homework comprises one mathematics and one literacy homework each week.
- Work for 20 minutes, mark and correct for 10 minutes and always add a comment.
- Occasional research/ Topic task.
- Learning from mistakes is an essential part of learning - pupils self-mark each morning and spend time in class correcting any mistakes.
- All homework is explained on Monday and pupils record into homework diary, ensuring that they have a record of days that tasks are due.
- P7 use Homework diaries which need signed for Friday by a grown up at home.
- The routine changes during the year, to develop P7 pupils' organisational skills to prepare for the transition to secondary level.
- Parents may need to encourage pupils to refer to homework diaries each night to ensure the correct tasks are completed on the correct days. Parents should sign the homework diary by the end of each week.