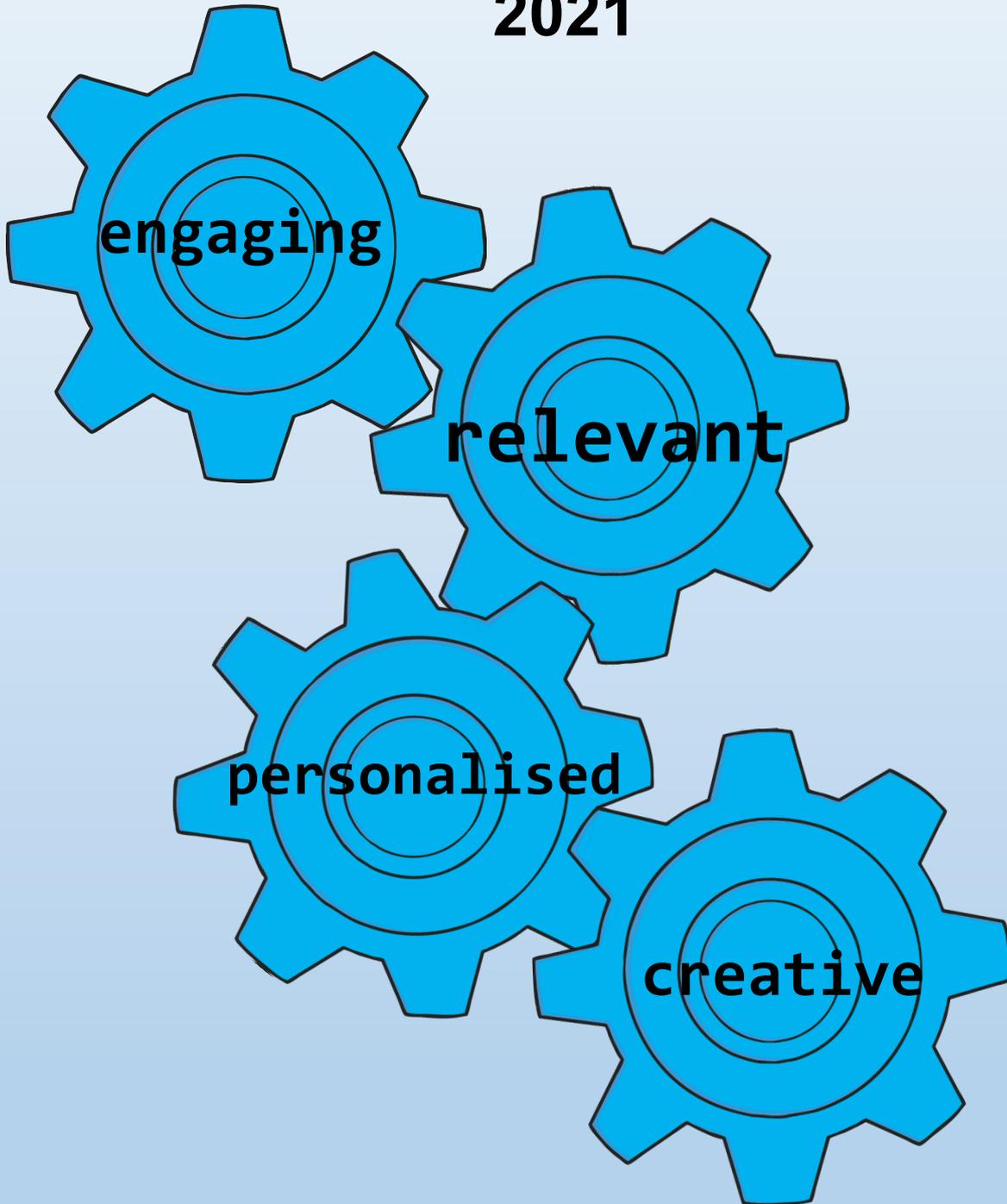




Home Learning Policy 2021



Attain, 
Believe & 
Achieve 

happiness

achievement

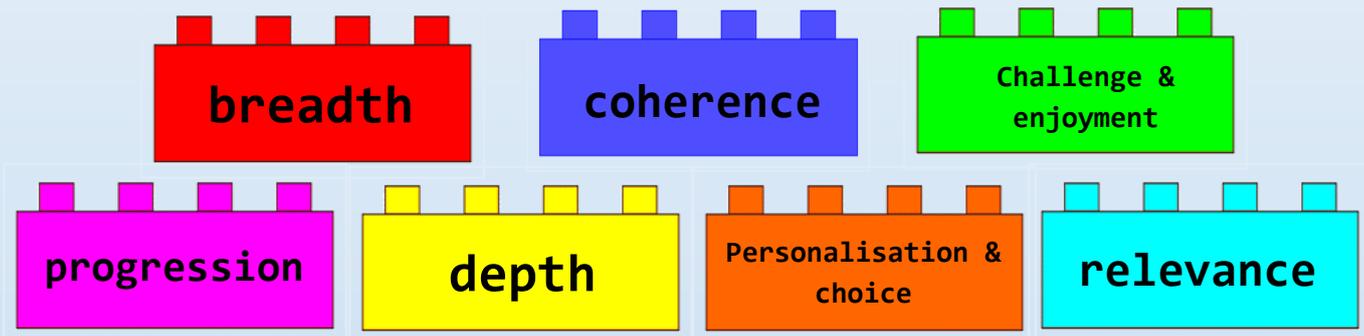
together

excellence

respect



At Crosshouse Primary School, we provide an inclusive community, where learners can achieve success for today and prepare for tomorrow by attaining, believing and achieving. For all learners to achieve their full potential, they must receive high quality learning experiences which are engaging, relevant, personalised and creative. Central to this are the core principles of curriculum design :



In session 2020/2021 we decided to review our current Homework Policy. Through engaging with research, and consulting all stakeholders, we have decided to pilot a new homework/family learning model this coming session 2021/22.

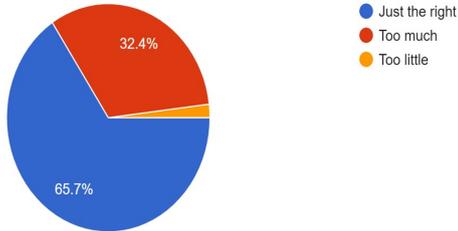
We aim to provide home learning that:

- ◇ Promotes **active** engagement with home learning using a range of relevant contexts
- ◇ Creates **resilient**, highly **motivated** learners
- ◇ Works in **partnership** with parents, carers, learners and staff
- ◇ Promotes **independent learning** to prepare our young people for the future
- ◇ Provides learners with choice and challenge
- ◇ Embeds the four capacities of **Curriculum for Excellence**

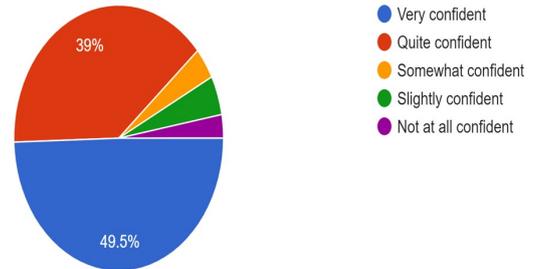


A Parent/Carer survey carried out in October 2020, gathered 105 responses.

Do you feel the amount of homework your child currently receives is -
105 responses



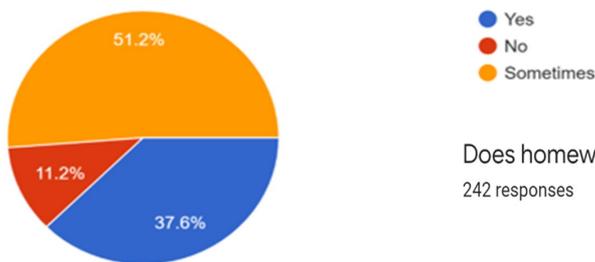
How confident do you feel supporting your child at home with homework -
105 responses



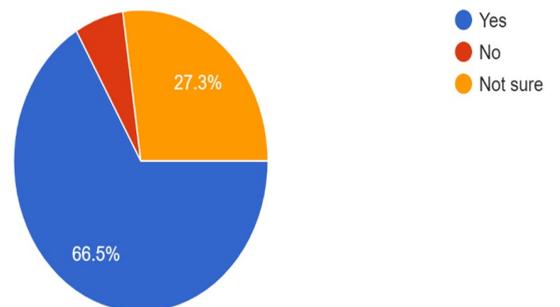
Parents/carers were then asked what is working well for their child in terms of homework, many responses indicated that the current mixture of jotter tasks and online tasks was very effective. Many enjoyed using Sumdog, Google Classroom and the flexibility of having the whole week to complete tasks. When asked what parents/carers would like to change about homework, twenty-four responses said 'reduce the amount'. Other response indicated that more variety such as research based homework, particularly for upper school learners.

A Learner survey carried out in October 2020, gathered 242 responses.

Do you enjoy homework?
242 responses



Does homework help you with your learning in school?
242 responses



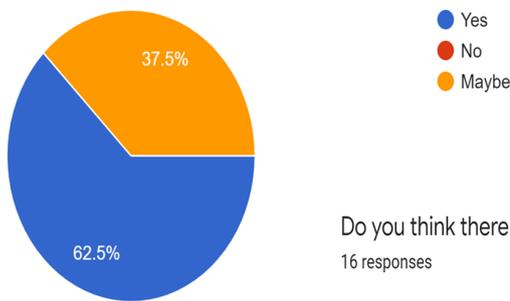


Learners were then asked what they liked about homework, many learners indicated they enjoyed Sumdog, spelling tasks, online learning and when they can choose their own tasks. When asked what would make it more enjoyable, thirty-seven responded with more outdoor/active/fun games.

A survey of teachers also carried out in October 2020, gathered 16 responses -

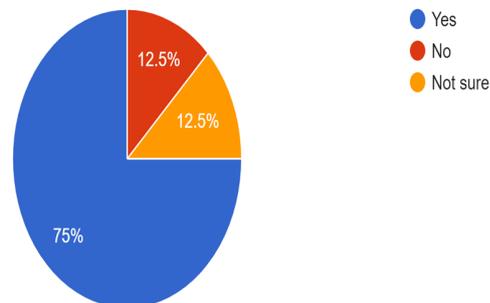
Do you think we should have homework at Crosshouse Primary School?

16 responses



Do you think there is a link between completion of homework and attainment levels in class?

16 responses



Why should families learn together?

A 'Review of Learning at Home' was carried out by Education Scotland in August 2020. The review set out to clarify the difference between 'homework' and 'learning at home'. Research shows that 'when children and young people live in a supportive home learning environment, it improves children and young people's attainment and achievement'. (2018 National Improvement Framework and Improvement Plan, 2017).

'The interaction between parent and child at home can have a significant impact on a child's language and literacy development' as well as attainment and achievement (Scottish Book Trust, 2018).



Rationale

Homework (home learning) provides a vehicle for communication between school and home about learners progress. Home learning tasks provide opportunity for parents to engage in pupil learning and talk to their child about what they are learning. Completion of home learning enables learners to develop skills as independent learners and take responsibility for their own learning.

The Journey to Excellence documents highlights the importance of working together with parents to improve learning. Effective home learning tasks can be crucial in developing parents' support for their child's learning.

Our aim is to:

- Provide a variety of home learning tasks to extend and develop learning.
- Communicate with parents through home learning about learner progress.
- Provide opportunity for parents to be involved and support their child in their learning.
- Enable learners to manage home learning tasks and develop skills in independent learning.

Roles and Responsibilities

Head Teacher:

The Head Teacher oversees the implementation of this statement. She monitors home learning tasks through speaking with learners, sampling Google Classroom tasks and sampling home learning Journals .

Class Teachers:

Class Teachers have the responsibility of setting appropriate and challenging home learning each week for every pupil in their class. They should monitor the completion of home learning and report to SMT any pupil who is not completing home learning on a regular basis. Teachers will provide written feedback on at least one task per week and acknowledge all tasks handed in.

Pupils:

Pupils (P4-7) have the responsibility to ensure that Learning Logs are completed and used as a communication tool with home. They should ensure they have all relevant resources for home learning and complete tasks set.

Parents/Carers:

Parents should be fully involved in home learning tasks. They should encourage learners to foster good habits and support them at all times.

Learning Logs

Every child will receive a Learning Log. This is a communication tool between parents and school. All home learning tasks will be issued on Google Classroom. Learners can note in their learning logs which tasks they complete each night.

Home learning will be set on a weekly basis on Google Classroom. Learners and parents should be encouraged to manage their time according to other commitments they may have after school. Learning Logs should be signed each week.



Home Learning Tasks

All learners will receive home learning activities on a Monday. Some teachers will indicate which day to complete the tasks, others will allow learners to manage their own tasks across the week. The reason for this is that some home learning tasks may be linked to concepts which have not yet been taught that week. For example, in Primary 1, learners may be introduced to a new sound or common word on a Tuesday, so the home learning task linked to this would be best completed on an evening after this has been taught.

All learners in P1 to P7 will be given four main tasks per week (with an additional choice task) -

Say it!

Spell it!

Read it!

Count it!

- Teachers may issue written or oral tasks linked to each one of the categories above.
- Learners will be directed to where they should complete each task. If not specified, learners can use their home learning journal or a Google Doc.
- They will then upload evidence on a Friday to Google Classroom.
- Journals will remain at home and do not require to be handed in each week.
- We would encourage parents/carers and learners to also use their learning logs to record what they have completed/discussed each night.
- Spelling activities have been set for stages across the school. Teachers will indicate which task learners will complete each week and they will find spelling strategies at the front of their home learning journal.
- In addition to this, there will be 'Pick and Mix' homework. This grid will allow learners to choose one of their own preferred tasks each week. The grid will be updated termly and tasks will link to skills for learning, life and work or interdisciplinary tasks.

Examples of tasks may be as follows:

P1: Reading to be heard every night and learning of phonics / spelling words

Monday – Count it activity

Tuesday – Spell it activity

Wednesday – Read it activity

Thursday – Say it activity

Pick and mix - Learners own choice of activity

P7:

Count it activity

Spell it activity

Read it activity

Say it activity

Pick and mix - Learners own choice of activity