**Appendix 3 – Examples of Feedback from Parents and Pupils**

Comments shared included:

**What should homework look like?**

“Non-academic, choice driven life skill development”

“Enjoyable, interesting and not time consuming.”

A fun way to follow up to learning in the class.

Parents get involved and understand the level/ability and needs of their child.

Everyday situations to promote home learning.

**What is the purpose of homework?**

“Preparing our children for academy (in the upper stages)”

“Tasks that parents can enjoy with their child(ren)”

**How do you see your role as parents?**

“Supporting the learning.”

“Support our children to develop as people.”

**Possible Issues**

Time – working families/clubs/ life

Stress/anger at home

Taking time away from non-school activities.

**Johnshaven School**

**Self-Evaluation and Feedback Review - Homework**

We recently gathered feedback from our families on the provision of homework that enables all of our children and young people to achieve success at Johnshaven School. We also undertook a self-evaluation exercise with our pupils and staff to determine how they felt about homework, its purpose and what it should look like. This policy is the result of our work with the school community.

*“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*

**Our Role as a Rights Respecting School**

Article 29 of United Nations Convention on the Rights of the Child states that: “Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others’ human rights and their own and other cultures…”

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

**Local and National Guidance**

There are also national education priorities that we must also consider:

* Curriculum for Excellence (CfE)
* Getting it Right for Every Child (GIRFEC)
* Developing the Young Workforce (DYW)

Rationale

The purpose of this policy is to give pupils, staff and parents/carers guidance on the approach to homework at Johnshaven School and will support our vision for the school:

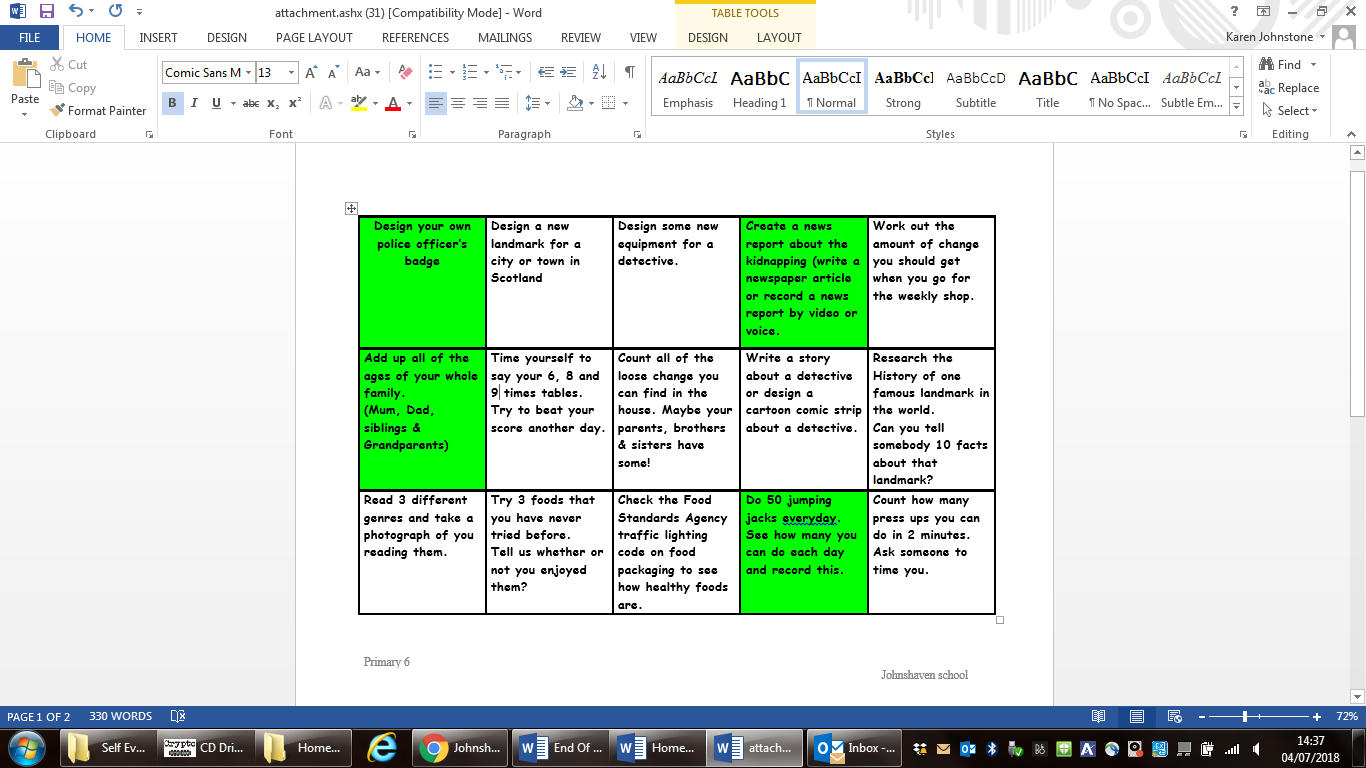
*"An ambitious, vibrant learning community which inspires us all to develop within ourselves the skills and attitudes to realise our full potential in a modern world.“*

We place value on the learning that takes place outside of school across a range of situations including; outdoor play, attending clubs, building friendships and family/cultural experiences.

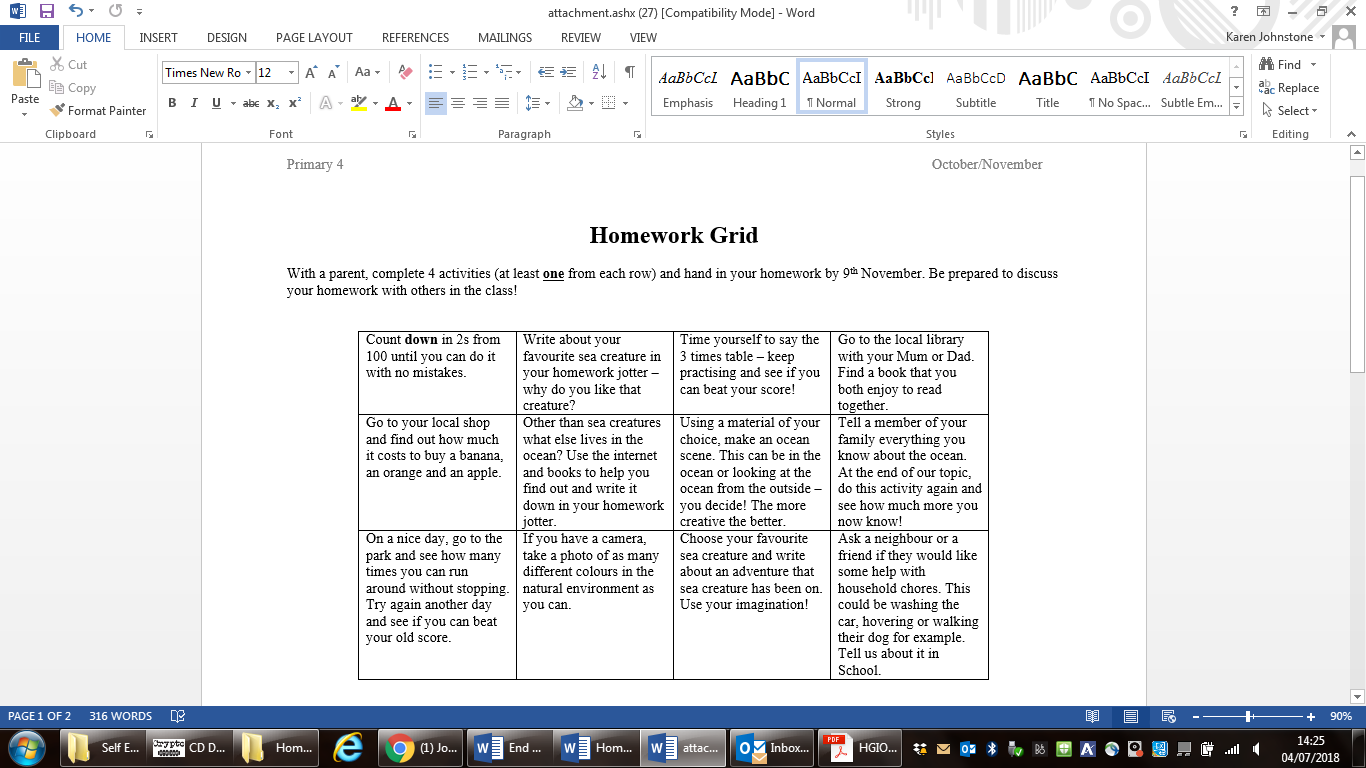
The aims of this policy should also reflect the quality indicators from How Good is our School 4 (HGIOS4) as well as our school aims. These include:

* Our learners feel safe to take risks and challenge themselves. (QI 3.3)
* We care for and value each other. (QI 3.1)
* Our children take ownership of their learning. (QI 2.3)
* Successful learning requires grit and determination (QI 3.3)
* Our pupils have high expectations of themselves. (QI 1.2)

**Appendix 2 – Sample Grid**



**Appendix 1 - Sample Grid**



**Johnshaven Homework Policy**

At Johnshaven School we believe that homework does play an important role in a child’s education because it:

* + Creates a bridge between what a child is learning at school and at home.
  + Increases parental engagement in their child’s formal education.
  + Gives children the opportunity to cement their learning in a different setting and through different learning opportunities.

**The Principles**

We have worked with our parents and children to agree the principles of our homework strategy. The amount, the frequency and the nature of homework tasks will vary according to the individual child and to curriculum objectives.

We all believe that homework should be:

* Fun and engaging
* Manageable for all
* Choice driven and flexible

Homework should be a reinforcement of what the children are learning in class but not a repetition of school work. It can also be used to encourage the children to use their learning in real-life situations (life skills development).

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.

**What should homework include?**

Each class teacher will produce a monthly homework grid that is related to what the children are learning in Literacy, Maths and cross-curricular topics. Over the month, the children will be able to select activities from the grid to complete and at times, the teacher may direct children to a specific task.

If wished, the children can produce evidence of their homework through photos sent via Class Dojo, pictures or a parental signature. However, many of the activities set will be active, engaging and fun and may not produce evidence of completion.

Reading homework will also be set. In Primary 1-3, daily reading homework will be set using books from the Oxford Reading Tree programme. In Primary 1-2, common words will also be sent home for regular practice. In Primary 4-7 reading for enjoyment will be encouraged through use of library books. The children will be encouraged to complete a comprehension test on Reading Accelerator on completion of a library book.

**Who is included and what are their roles?**

The success of homework depends on teachers, children and their grown-ups working together and good communication.

**The Role of Teachers and School**

* Ensure consistency of approach throughout the school.
* To create the homework grid and distribute to children on a monthly basis.
* Make the homework grid available via paper and Classdojo.
* To listen to feedback from the children and parents, and where appropriate, update homework activities.

Give parents and children access to useful websites, resources and materials.

**The Role of Parents**

* To be clear on what the school expects of children and parents
* Talk to their children about what they are learning
* Listen to the children
* Support their child with homework tasks where possible and, as they grow older, encourage children to develop responsibility, confidence and determination needed to study independently.
* Raise any concerns they have with the class teacher via Class Dojo, email or via the school office.

**The Role of the Children**

* Ensure they are clear on the expectations of their teacher
* Make time to do their homework
* Share homework with their grown-ups
* Ask for help if required from home or school
* In P7, to become prepared for transition to the secondary school. Amount and frequency of homework should increase slightly.