



Lochgoilhead Primary School and ELC

Homework Policy

This policy was adopted at:

Lochgoilhead Primary School and ELC

On Monday 20th October 2025

Signed: Louise Blair Designation: Head Teacher

Articles of the UNCRC (the UN Convention on the Rights of the Child)



Article 3 Best interests of the child
Article 5 Family guidance as children develop
Article 12 Respect for the child's views
Article 28 Access to Education
Article 29 Aims of Education

Health and Care Standards (Health and Social Care Standards - My support, my life.)

3.14 I have confidence in people because they are trained, competent and skilled, can reflect on their practice and follow their professional and organisational codes.

Statement of purpose

Enrichment

Homework should provide opportunities for the enrichment of work done in school. Home, the community, the environment and the media all provide information and examples which can be used to enrich work introduced in school and presented in ways which cannot readily be replicated in school. In this sense the learning experiences in and out of school should be complementary.

Homework provides opportunities for individualised effort and initiatives (and for parental collaboration) where pupils can apply the skills which they have learned in the classroom. Investigations and projects are examples of enriching homework tasks.

Please note that throughout this policy the term ‘parents’ is used to include all main caregivers.

Consolidation / Preparation

Homework should provide opportunities to consolidate work done in class. It should therefore reinforce the skills and concepts which have been learned in class. Where this is used as a ‘bridge’ between two lessons (preparation), the tasks given must be at an appropriate level.

This homework may be of a similar type to the work undertaken in class. Examples of consolidation/preparation would include reading and problem solving (in a new situation).

Development of Study Techniques

Homework provides opportunities for the development of study techniques. This may be achieved through:

- a) The formulation by the pupil of a homework programme based on daily and weekly planning, to suit the pupil’s individual circumstances. In learning the skills of time-management, pupils are assisted by a homework allocation which gives the opportunities for planning, on a regular basis.
- b) The use of effective techniques. Homework/study tasks should be structured to encourage pupils in development of active learning. To assist pupils, specific tasks involving interaction with the material should be used.

All homework should contribute to the development of study techniques and should consciously foster the development of these techniques in P6 and P7.

Homework is work that is relevant to the teachers’ curricular objectives which takes place out with formal classroom teaching and is primarily the responsibility of the learner him/herself with support from parents and carers if needed.

Revision

Homework provides an opportunity for revision and preparation for assessment. This should be a routine part of a pupil’s homework strategy and not just a pre-examination preparation, eg revision for the weekly spelling test.

General Aims of homework

- To reinforce, review and extend classroom teaching.
- To strengthen home/school links.
- To heighten parental awareness of the content and levels of curriculum which are appropriate to their child and provide an opportunity to become involved in their child's education by encouraging, supervising and checking such homework as is required.
- To encourage the pupil to develop personal responsibility for life long learning.

Specific Aims – Primary 1 to Primary 3

- To encourage reading aloud at home independently or with their parent/s.
- To practise spellings prepared covered during the week in class.
- To reinforce Numeracy aspects covered during the week in class.
- To heighten parental awareness of the curriculum for the early years and to encourage parents to read stories with their children.

Specific Aims – Primary 4 to Primary 7

- To encourage silent reading at home or with their parent/s. .
- To reinforce Numeracy aspects covered during the week in class
- To practise spelling words prepared in class during the week in class.
- To reflect depth and breadth of curriculum.
- When appropriate to encourage pupils to work on individual topic related research at home.
- To enable pupils to complete class work at home if that work has been missed, through lack of effort or absence from school where this is appropriate and agreed.

Guidelines to Staff

- The specific reasons and benefits of the homework tasks should be clearly understood by the teacher and, as far as possible, by the learners. Dull repetitive tasks should not be given merely to ensure that pupils are given homework.
- Homework must be an integral part of the whole learning experience, and must therefore be related to the work done in school.

- The satisfactory completion of homework should contribute to the pupil's personal and social development.
- It should provide opportunities for parental involvement.
- All homework which is given must be checked.
- Staff should be sensitive towards those pupils who lack support in completing homework tasks.

Methodology

Information on homework policy will be given to pupils and parents through:

- a) The school handbook.
- b) Letters for parents.
- c) Access to school policy document if requested.

As pupils progress through the school from P1 to P7, there will be an extension of the aims and an alteration in the emphasis. These developments will be related to the learning experiences of the pupils. Nevertheless, as with all learning, there will be continuity from one stage to another.

Homework is viewed as a partnership between school, pupil and parents. There is nothing more likely to contribute positively to children's educational progress than parental interest in and encouragement of children's efforts in school and at home.

In the early stages the most valuable form of home learning is where parents play a key role in working with their children, not simply hearing them read but consciously interacting with them in developing awareness of how parent child dialogue can promote skills in language and numeracy. Paired reading and paired maths programmes inclusive of parent workshops encourage such interaction.

At the beginning of each session the infant stages teachers and/or head teacher will talk to parents about the purpose, nature and expectations with regards to homework.

The homework given will be appropriate to the child's ability and current level of attainment in the subject. It will be varied, interesting and wide ranging in nature to reflect the many aspects of the curriculum and it will be set at the individual teacher's discretion when he or she feels that it may be of value and bearing in mind the progression needs of child from P1 to P7.

Frequency

The school would recommend that children at the early stages spend a maximum of ten minutes on any evening and in the upper school no longer than 30 minutes an evening up to 4 nights a week by P7 depending on how the child decides to manage such an allocation.

Checking / Monitoring of Homework by Teachers

All homework must be checked by the teacher.

Methods of checking would include:

- a) Collection for marking.
- b) Marking by the teacher in class.
- c) Pupils checking against answer/solution sheets.
- d) Completion of oral or written tasks based on the homework.

Checking / Monitoring by Parents

Particularly in the early years parents should encourage, listen to and discuss homework assignments with the child. It is, therefore, essential that parents check homework regularly in order to monitor the development of a conscientious attitude towards the completion of homework tasks and they should show a positive interest in the quality of the child's homework presentation.

Communication

If an assignment is presenting a child with obvious difficulties or an older child is not managing him time effectively so that too much is left for the last night, the parent should inform the school.

If homework is not completed satisfactorily on a regular basis the school should inform the parents concerned to help resolve the problems.

Research shows that pupils appreciate homework that is :

- Related to classroom work.
- Well explained and with clear purpose.
- Varied.
- Manageable in the time given.
- Challenging but not too difficult.
- Likely to promote confidence through success.
- Recognised and rewarded.
- Supported by teachers and parents.

Monitoring of this policy

It will be the responsibility of Louise Blair (Head Teacher) to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. All staff have the responsibility to know and implement the policy within their practice. Parents and carers will be made aware of this policy through the parents' handbook and the enrolment procedure. Homework can be adjusted according to the child's need.

The policy will be reviewed annually to ensure that all records are relevant and up to date.

