

# BANKIER PRIMARY SCHOOL HOMEWORK POLICY

## RATIONALE

According to Dylan William, 2015, there are significant gains to be made for children who complete homework on a regular basis:

Intervention	Extra months of learning per year
Homework (primary)	+1
Homework (secondary)	+5

Homework is seen as invaluable link with home providing an opportunity for parents / carers to be involved in their children's learning. It provides a setting for parent / carer and child to share purposeful learning opportunities in the supportive atmosphere of the home. It can therefore become a vehicle for developing and enhancing partnership and raising pupil attainment.

## AIMS

Foster home / school links to enhance pupil learning.

## WHAT IS THE PURPOSE OF HOMEWORK?

Homework is learning which:

- Deepens knowledge
- Is relevant to curricular objectives
- Is primarily the responsibility of the learner
- Encourages the child to use his / her own initiative
- Offers opportunities for pupils to reinforce and practise skills they have learned in class
- Develops self-discipline and positive study habits such as planning and organising time
- Offers opportunities for revision and preparation for assessment
- Can extend learning through research
- Helps children to see education in a wider context
- Develops work habits that will serve them well at secondary school and through their working lives
- Develops good home / school partnerships and enables parent / carers to see the kind of work undertaken during the school day
- Provides opportunities for individual work
- Provides information and opportunities for parent / carer co-operation and support

## WHAT IS THE VALUE OF HOMEWORK?

Pupils are most likely to value homework when they are given notice and have adequate time to do it and it is:

- Related to class work
- Well explained and with clear purpose
- Interesting and varied
- Likely to promote confidence through success
- Challenging but not too difficult

## **BANKIER PRIMARY SCHOOL HOMEWORK POLICY**

- Recognised and rewarded
- Completed in a supportive environment
- Fun

### **WHAT TASKS MAY BE GIVEN AS HOMEWORK?**

It is expected that children will undertake spelling, reading and maths homework weekly. At times children may be asked to complete tasks across the curriculum. However this can vary according to age and stage and broad general education focus in the classroom. NB – Not all homework will be given every week – teachers will notify frequency of set tasks. Some work especially in the early stages will not start until the second and third term. Homework is set at the teacher's discretion. There are some examples of homework in the appendices at the end of this document.

### **SHARED WRITING, MATHS, TALKING & LISTENING**

Your child will bring home a shared activity from school once per term to be completed with the help and support of someone at home. This may be completed with a parent, carer or other friend or relative.

### **TEACHER'S ROLE**

- Set tasks which are varied, interesting, challenging, and appropriate to children's ability and class work.
- Ensure children understand what is required
- Check and or mark homework – using peer correction where this is feasible and appropriate
- Provide feedback to pupils to show their work is valued
- Try to find reasons for pupil's non-completion of homework tasks through discussion with pupil and parent / carer
- Give additional guidance regarding methods, e.g. spelling strategies

### **PUPIL'S ROLE**

In Bankier Primary School we try to encourage out pupils to assume responsibility for the organisation of their own work. In the early years pupils are likely to be given short tasks such as new sounds / words to learn and reading practice several times a week. In the middle and upper years pupils are given tasks at the beginning of the week to be completed by a set date. From time to time older pupils may be asked to work on a personal project as part of homework.

Pupils should:

- Take work home and return to school as required
- Ensure that all materials for completion are taken home
- Organise time to ensure tasks can be completed by the required date
- Complete tasks set with as much effort and standard of presentation as class work
- Inform the teacher at the earliest point if encountering problems
- Ensure that parent / carers see and sign their homework

### **PARENT / CARER'S ROLE**

- Help the child find a suitable place and time to complete tasks
- Support child with tasks but do not do it for them
- Offer encouragement at all times
- Sign work when completed
- Contact school if concerns arise

## **BANKIER PRIMARY SCHOOL HOMEWORK POLICY**

Homework can play an important role in promoting pupil attainment but can only be successful if it is regarded as a partnership between home and school. Our policy seeks the co-operation of all parties – pupil, parent / carer and teacher – in accepting and carrying out this policy.

Full use should be made of the homework jotter to record praise for your child's work and to communicate with the teacher in a joint effort on your child's behalf. Where any concerns arise, parent / carers are urged to contact the school to arrange an appointment to meet with the class teacher or a member of the promoted staff. Every endeavour will be made to make arrangements for an appointment as soon as possible to enable concerns to be tackled speedily.

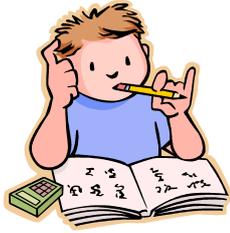
### **HELPFUL SUGGESTIONS FOR PARENT / CARERS**

- Read to and with children and discuss the reading materials
- Listen to children reading text
- Use the internet, watch TV / listen to the radio **for a purpose** and discuss the programmes content
- Play a variety of games, e.g. scrabble, dominoes, cards
- Work on developing resource skills e.g. visiting the library or using the internet to gather information on the class topic
- Work together on practising number bonds / facts and spelling
- Visit places of interest together

### **RESOURCING**

It will be necessary for pupils to take home books, jotters, worksheets etc. to complete a task. Parent / carers should be aware that pupils are expected to return these materials to the school in good condition. Parent / carers will be required to pay for any lost or damaged resources loaned to their child

# BANKIER PRIMARY SCHOOL HOMEWORK POLICY



## APPENDIX 1 HOMEWORK AGREEMENT

In order to maintain standards within our school, we request that parents / carers sign this homework agreement to encourage their child(ren) to undertake and complete tasks set by the class teacher.

### **I will cooperate with the school to ensure that my child will:**

- Work to the best of his / her ability
- Complete homework on time
- Use his / her study time effectively
- Participate in learning tasks as requested by the class teacher

### **I will cooperate with the school to ensure that I, as a parent / carer will:**

- Be aware of when homework is set and when it has to be returned
- Sign and date homework
- Encourage and support my child with his / her homework
- Give help if needed, but will not put pressure on my child
- Praise child for all his / her efforts

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent / carer of: \_\_\_\_\_

# BANKIER PRIMARY SCHOOL HOMEWORK POLICY

## APPENDIX 2

### Primary 1 Home Learning

This will be the format of the Primary 1 homework for the year. The grid will be changed every 4 weeks. Homework will be issued on Monday and collected in on the Friday of each week. The 2 homework tasks that you have chosen to complete that week will be checked.

Primary 1 have a twitter account which we use to share our learning. You could also use this to share with the class all the wonderful homework that you do at home by sending us a tweet! If you choose to do this, please remember not to mention your child's name if you are posting a picture. Our twitter name is Bankier Primary 1T @MissThomson1.

**Please ask an adult at home to sign and date the box once the chosen tasks have been completed**

Each week:

- complete one of the activities that has a star
- choose one other activity to complete
- read and discuss reading book in red folder
- practice the words provided in the word tin

Our topic at the moment is Fair and unfair.

*	*	*	*
Practice writing the numbers 1 – 5 in your jotter.  <u>Signed:</u> <u>Date:</u>	Go on a sound journey. Find lots of things beginning with the sounds that we have learned in class. Draw something that you found in your jotter. <u>Signed:</u> <u>Date:</u>	Rainbow write! Write your name in as many different colours as you can.  <u>Signed:</u> <u>Date:</u>	Practice writing the letters that we have learned in class. (a, t, s, i, p, n)  <u>Signed:</u> <u>Date:</u>
Say three words that rhyme with cat. You could post a video of this on our class twitter page to share with your friends.  <u>Signed:</u> <u>Date:</u>	Draw a picture of yourself and write your name.  <u>Signed:</u> <u>Date:</u>	Talk to an adult about school. You could tell them what the classroom looks like, what you have been doing or the new friends that you have made.  <u>Signed:</u> <u>Date:</u>	Practise writing your own name at least 3 times using chalk outside, finger paint, in salt or sand. You could post a picture of this on our class twitter page to share with your friends. <u>Signed:</u> <u>Date:</u>
Find something square in your house. You could take a picture of this to post on twitter or draw a picture in your jotter. <u>Signed:</u> <u>Date:</u>	Count to 10 out loud. You could post a video of this on our class twitter page to share with your friends.  <u>Signed:</u> <u>Date:</u>	Put your shoes on for school all by yourself.  <u>Signed:</u> <u>Date:</u>	Count how many red cars that you see on the way to school.  <u>Signed:</u> <u>Date:</u>
Visit the library and find a book about our topic.  <u>Signed:</u> <u>Date:</u>	Find 5 leaves outside. Take a photo of these for twitter or draw them in your jotter.  <u>Signed:</u> <u>Date:</u>	Arrange your family's shoes in order of size.  <u>Signed:</u> <u>Date:</u>	Find out who is the tallest/ smallest in your family. Draw a picture of your family in order of tallest to smallest. <u>Signed:</u> <u>Date:</u>

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## APPENDIX 3

### Primary 2 Home Learning 1

The primary 2 home learning grid will usually be changed every 4 weeks. Homework will be collected on the Friday of each week and the 2 homework tasks that you have chosen to complete that week will be checked. Our topics at the moment are **Alfie Weather** and **My Local Area**

**Please ask an adult at home to sign and date the box once the chosen tasks have been completed**

**Each week:**

- complete one of the activities that has a star \*
- choose one other activity to complete
- read and discuss reading book in red folder
- learn how to spell the words for the Friday spelling test
- read and say the sounds/phonemes in the orange sound jotter
- please let your child put a green or red traffic light next to each week's 2 chosen homework tasks

*	*	*	*
Write the numbers from <b>0</b> – <b>100</b> in 10's like this <b>0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100</b>	Blend, read and write the words for this Friday's spelling test.	Draw a pentagon and a hexagon in your jotter. Colour these shapes in.	Write your first and second name and remember to use a capital for the first letter.
<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>
<b>Who</b> is in your reading book story? Make a list of the characters names in your jotter. Remember to use a capital letter for the first letter of each name.	Count in 10s as you bounce and catch a ball.	Draw or paint a picture of the houses in the street you live in.	<b>Where</b> does the story in your reading book take place? Write down in your homework jotter where the story takes place.
<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>
Set the table for dinner. Remember to put the fork on the left and the knife on the right.	Talk to an adult about your address. You can write it in your jotter if you would like to.	Count and sing along to our count by 10 song. The link is at the bottom of the grid.	Write the sounds/ phonemes from your orange sound jotter in rice or flour in a baking tray.
<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>
<u>Reading task</u> Draw and colour a picture of your favourite part of your reading book story.	Make a big chalk number line on the ground or pavement outside. Use it to find the answers to adding sums.	<u>Reading task</u> Talk to an adult about which part of your reading book story was the most exciting. Be able to say why.	Draw and colour a shape picture using squares, rectangles, circles and triangles.
<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>	<u>Sign/comment:</u> <u>Date:</u>

Count by 10s song - <https://www.youtube.com/watch?v=uYRTtwZGwj8>

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**APPENDIX 4  
Primary 3 Spelling Homework**

Write out your dictation sentence twice.

Choose two tasks per week to complete in your homework jotter.

Each task should have a title, a date which should both be underlined with a ruler.

Please ask an adult to date and sign as the tasks are completed.

<p><u>Rainbow Spell</u> Write each of your spelling words three times using a different colour each time.</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Spelling Bee</u> Ask an adult to test your spelling out loud!</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Pyramid Spelling</u> Write each of your spelling words in a pyramid shape. <u>Example:</u> h     h o       h o m         h o m e</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Bubble Spell</u> Write your spelling words in bubble writing as neat as you can. Then colour them in with a crayon or coloured pencil!</p> <p><u>Signed:</u> <u>Date:</u></p>
<p><u>Newspaper Spell</u> Use an old newspaper or magazine to cut out letters to spell out all of your spelling words! Stick them into your jotter.</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Silly Sentences</u> Write five silly sentences! The sillier, the better! Try to include as many of your spelling words as possible. Underline each spelling word you use!</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Magic Finger Spell</u> Use your finger to trace your spelling words on an adult's back and have them guess what word you are spelling! Swap over so you have a turn of guessing too!</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Fancy Spell</u> Write each of your words out as neatly as possible. Then write them again in your fanciest writing!</p> <p><u>Signed:</u> <u>Date:</u></p>
<p><u>Backwards Spell</u> Write your spelling words forwards then backwards then forwards again! Example: cat tac cat</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Opposite Hand Spell</u> First write your spelling words out. Then, try writing the list with your other hand!</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Gymnastic Spelling</u> Ask an adult to choose spelling words for you to practise your gymnastic spelling.</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Capital Spell</u> Write your words out neatly. Write them again but this time every letter MUST BE A CAPITAL!</p> <p><u>Signed:</u> <u>Date:</u></p>

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**APPENDIX 5**

**Primary 4 Reading Homework**

Choose one task per week to complete in your homework jotter.

You can either use your reading book or a book you have been reading for pleasure for this homework.

Each task should have a title, a date which should both be underlined with a ruler.

Please ask an adult to date and sign as the tasks are completed.

<p>Read your book. Write down the main ideas of your story. Think about who/what the story is about, when it happened, where it happened and why and how it happened? (Main ideas)</p> <p>Signed: Date:</p>	<p>Read your book. Make a mind map of a character from your story. <b><i>Prove it with page numbers.</i></b> *Think about what this character <b>acts</b> and <b>feels</b> like as well as what they <b>look</b> like. Use clues from the book. (visualisation)</p> <p>Signed: Date:</p>	<p>Read your book. Pick three tricky words and look them up in a dictionary. Show your understanding by writing them in three new sentences. (metalinguistics)</p> <p>Signed: Date:</p>	<p>Read your book, Can you think of a different ending? Write an alternative final paragraph in your homework jotter. (Prior knowledge and prediction)</p> <p>Signed: Date:</p>
<p>Read your book. How is the main character feeling at the end of the book? (Happy, sad, scared, tired?) How do you know this? Use the clues in your text to write your answer in your homework jotter. (Inference)</p> <p>Signed: Date:</p>	<p>Read your book. How is the main character feeling at the start of the book? (Happy, sad, scared, tired?) How do you know this? Use the clues in your text to write your answer in your homework jotter. (Inference)</p> <p>Signed: Date:</p>	<p>Read your book. Can you summarise the text in 50 words or less? Write it in your homework jotter (summarise)</p> <p>Signed: Date:</p>	<p>Read your book. Write three questions you would ask the main character of the book. (Prior knowledge and prediction)</p> <p>Signed: Date:</p>
<p>Each reading activity focuses on one of the following reading strategies that your child has been work on in class.</p> <ol style="list-style-type: none"> <li>1. Prior knowledge and prediction – what they already know and use this to make informed guesses</li> <li>2. Metalinguistics - tricky words and phrases</li> <li>3. Visualisation – using words and phrases to help create a visual picture</li> <li>4. Inference – reading between the lines of a story</li> <li>5. Main ideas – who/what, when, where, why and how of a text</li> <li>6. Summarise – retelling the story/text in fewer words</li> </ol>			

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**APPENDIX 6**

Primary 5 Spelling Homework Term 3

Choose two tasks per week to complete in your homework jotter. Each task should have a title, a date which should both be underlined with a ruler! Please ask an adult to date and sign as the tasks are completed.

<p><u>Rainbow Spell</u> Write each of your spelling words three times using a different colour each time.</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Spelling Bee</u> Ask an adult to test your spelling out loud!</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Pyramid Spelling</u> Write each of your spelling words in a pyramid shape. <u>Example:</u> h           h o           h o m           h o m e</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Bubble Spell</u> Write your spelling words in bubble writing as neat as you can. Then colour them in with a crayon or coloured pencil!</p> <p><u>Signed:</u> <u>Date:</u></p>
<p><u>Newspaper Spell</u> Use an old newspaper or magazine to cut out letters to spell out all of your spelling words! Stick them into your jotter.</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Comic Strip Spelling</u> Create a comic strip. Add captions that use five of your spelling words.</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Magic Finger Spell</u> Use your finger to trace your spelling words on an adult's back and have them guess what word you are spelling! Swap over so you have a turn of guessing too!</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Fancy Spell</u> Write each of your words out as neatly as possible. Then write them a gain in your fanciest writing!</p> <p><u>Signed:</u> <u>Date:</u></p>
<p><u>Dictation Sentences</u> Ask an adult to make up three sentences which include some of your spelling words. Listen carefully and write them out as neatly as you can! Will you spell all of your words correctly?</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>ABC Order</u> Copy your spelling word list. Now write them again but now write them in alphabetical order.</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Sensible Sentences</u> Write five sentences using as many of your spelling words as you can! Underline each spelling word in your sentences!</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Rhyming Words</u> Write each of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling rule). Example: cries tries</p> <p><u>Signed:</u> <u>Date:</u></p>
<p><u>Elkonin Spelling</u> Write spelling words in Elkonin boxes using the dots and lines to show the phonemes.</p> <p>Example: yellow</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Alliteration Spelling</u> Make up some 'Book Titles' with alliteration and your spelling words! e.g. Abigail's Amazing Adventures</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Poem Spelling</u> Write a short poem of a least 6 lines that use some of your spelling words. Be creative!</p> <p><u>Signed:</u> <u>Date:</u></p>	<p><u>Capital Spell</u> Write you words out neatly. Write them again but this time every letter MUST BE A CAPITAL!</p> <p><u>Signed:</u> <u>Date:</u></p>

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**APPENDIX 7**

**Primary 6 Active Spelling homework**

<b>Super Sentences</b>	Choose 5 words and write <u>interesting</u> VCOPs sentences (vocabulary/ connectives, openers, punctuation and check spelling!)
<b>Paragraph</b>	Write a paragraph to include as many of your words- underline words used and write how many
<b>Spelling Strategies</b>	Record your spelling strategies for 5 words
<b>Detective Clues</b>	Write clues for a partner for 5 of your words
<b>Acrostic Poem</b>	Write an acrostic poem for 3 of your words
<b>Words within words</b>	Use the letters to make new words
<b>Rhyming words</b>	Choose 5 words and write a rhyming word for each
<b>Definitions</b>	Use a dictionary and write definitions in your own words for 5 of your words
<b>ABC Order</b>	Write your words in alphabetical order
<b>Elkonin boxes</b>	Chunk into sounds and put a box round each sound you can hear
<b>Diacritical marking</b>	Chunk into the sounds you can hear and under each use the code: dot for a single sound / dash for two or more letters making the sound/ loop to join silent e changing a vowel sound
<b>Pyramid words</b>	Start with 1 letter, then 2 and keep going until you have finished spelling the word
<b>Fancy spelling</b>	Use pen / wiggly / capitals to write neatly but very fancy!
<b>Dot-to-dot spelling</b>	Write your words in dot to dot then join them up in pen
<b>Computer Spelling</b>	Type up your spelling words using the keyboard and stick into your jotter
<b>Rainbow Words</b>	Write your words in lots of colours
<b>Artist</b>	Draw, colour and label pictures that link to your spelling words
<b>Rap / Jingle</b>	Create a song using at least 7 of your words
<b>Tongue twister</b>	Write tongue twisters using alliteration for at least 5 of your words
<b>Your own idea to help learn your spelling words!</b>	

**CHALLENGE YOURSELF TO DO YOUR  
BEST WORK!**

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**APPENDIX 8**

**Primary 7 Big Maths Homework – CLIC 5**

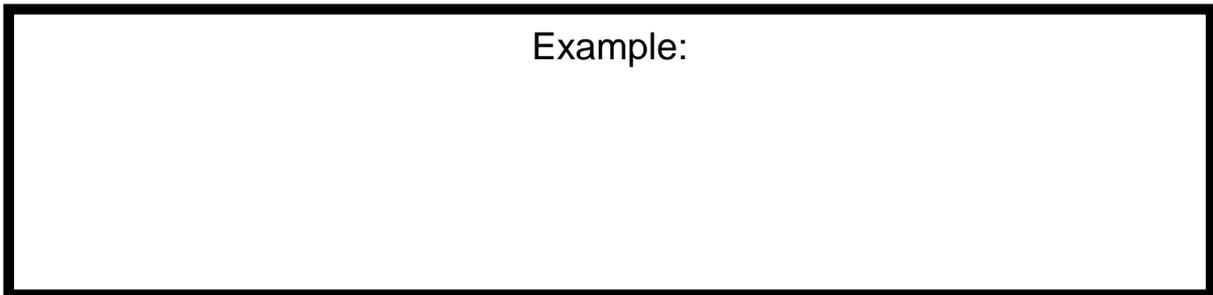
Jigsaw Numbers – I can find the missing piece to 10.

$20 + \underline{\quad} = 100$	$70 + \underline{\quad} = 100$
$60 + \underline{\quad} = 100$	$50 + \underline{\quad} = 100$
$30 + \underline{\quad} = 100$	$80 + \underline{\quad} = 100$
$10 + \underline{\quad} = 100$	$40 + \underline{\quad} = 100$
$90 + \underline{\quad} = 100$	$80 + \underline{\quad} = 100$

Jigsaw Numbers – I can find the missing piece to 100

$23 + \underline{\quad} = 100$	$72 + \underline{\quad} = 100$
$65 + \underline{\quad} = 100$	$58 + \underline{\quad} = 100$
$37 + \underline{\quad} = 100$	$88 + \underline{\quad} = 100$
$12 + \underline{\quad} = 100$	$43 + \underline{\quad} = 100$
$97 + \underline{\quad} = 100$	$89 + \underline{\quad} = 100$

Jigsaw Numbers – I can find the missing decimal piece



$2.4 + \underline{\quad} = 10$	$7.2 + \underline{\quad} = 10$
$6.5 + \underline{\quad} = 10$	$5.6 + \underline{\quad} = 10$
$3.7 + \underline{\quad} = 10$	$8.8 + \underline{\quad} = 10$
$1.5 + \underline{\quad} = 10$	$4.8 + \underline{\quad} = 10$
$9.7 + \underline{\quad} = 10$	$8.1 + \underline{\quad} = 10$

