

Forrester High School



Updated August 2024



Rationale

Home learning is any learning which a pupil undertakes out with timetabled lessons. It helps to consolidate or extend learning; develop independent learning and research skills; raise attainment and to involve parents and carers.

At Forrester, we believe that homework forms a vital part of the learning process and operates within the current context of encouraging independent, motivated and reflective learners, supported by after-school study arrangements. Everyone in school is focused on raising the attainment of every learner and an effective home learning policy and study habits have been proven to enhance skills and increase exam performance. This policy outlines the expectations for all: pupils, staff and parents/carers, and has been created through consultation with all stakeholders.

It is important to acknowledge that whilst home learning is not compulsory and cannot be enforced, it is viewed by all staff in school, and many parents, as supportive of pupils achieving their full potential. Home learning, of course, should be proportionate and, where appropriate, differentiated and issued to complement the work done in the classroom at all stages.

Aims

All Home Learning must have a clear educational purpose which helps pupils to make progress. Pupils should never be given Home Learning activities / tasks just for the sake of it.

The aim of this policy is to:

- Enable pupils to understand that independent learning is vital to achieving success
- Instil in all pupils the importance of life-long learning
- Provide support for pupils in planning & organising time
- Promote a responsibility for learning within each pupil
- To provide expectations for home learning for all faculties and support proportionate and purposeful home learning activities.
- To offer a link to remote learning/support materials for the purpose of revision and also for longer term absences.
- To clarify the role of the pupil, teacher and parent/carer.
- Give students further practice and deeper understanding of concepts learned during the school day.

The Purpose

- Reinforcing and consolidating work done in school
- Deepening knowledge and understanding
- Allowing personalisation and choice
- Providing home-school links and involving parents/carers in their child's learning
- Developing good study habits that will support lifelong learning
- Preparing for assessments
- Raising attainment for all
- Developing the skills learners will need for life and work

The Research

Recent research from the [EEF](#) suggests that in a secondary school setting there are around **5 months gained** in student progress from the setting of homework that is linked to classroom learning and purposeful, developing knowledge, fluency or skills. The EEF also suggest that the quality of the task, as opposed to the length, and that the use of digital technology can have gains of around **6 months**.

'Schools whose pupils do homework tend to be more successful'.

(Education Endowment Foundation, 2017)

Why is learning at home important?

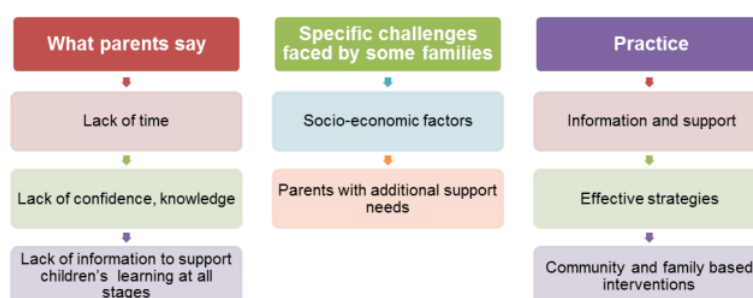
Children in Scotland only spend around 15 per cent of their waking hours in school. The remaining 85 per cent of children's time is spent at home or in their communities and this presents a potentially significant opportunity for learning (OECD, 2014). Around 80 per cent of the difference in how well children do at school depends on what happens outside the school gates and so learning at home is crucial for children to learn and develop

(Rasbash et al, 2010; Save the Children, 2013)

What are the barriers to learning at home?

'Evidence suggests that parental involvement in early learning has a greater impact on children's well-being and achievement than any other factor, such as family income, parental education or school environment'.

(Hunt et al, 2011)



POWER OF 3

Schools rely on three key people for success to occur:

- **The Pupil**
- **The Teacher**
- **The Parent/carer**

The Pupil input

- To write down tasks and deadlines in their jotters/ipads
- To take responsibility for their own learning and submit home learning tasks on or before the deadline set to the best of their ability.
- Have a positive approach towards Home Learning and put the same effort into Home Learning as would be expected of class work, taking pride in the presentation and content of their homework and perform to the highest personal standard they can.
- Ask for help when stuck or confused.
- To catch up with home learning tasks when absent, so learning and progress are not missed or compromised.
- Pupils should recognise the value of home learning in supporting their classroom learning and progression, making time to complete homework to the highest standard possible.
- Practise and build on what you have learned in School, using your Learning Conversation targets and/or feedback from work/ tests to plan your Home Learning.
- Make sure they are aware of all deadlines for homework, tests and assignments using OneNote or other means to allow them to effectively manage their time.
- As pupils enter the Senior Phase, you should take greater responsibility for learning at Home including preparation for examinations or revision of classwork.

The Teacher input

- Staff should create home learning tasks which link to and support classroom learning at appropriate points in the term.
- All teaching staff should communicate the purpose of tasks and deadlines should be clearly shared to pupils using teams or OneNote.
- Staff will provide appropriate materials and online resources appropriate to ability level.
- Staff will ensure support is available for pupils who need space, time or further advice to complete home learning tasks.
- Work should be varied, allowing for personalisation and choice, where possible
- To maximise impact, feedback should be delivered promptly, either to individuals, groups or the whole class to aid progression and develop an understanding of next steps.
 - Any concerns raised through home learning should communicated via tracking and at Parents night.
 - Staff should take extra care not to overburden pupils with excessive home learning tasks, particularly prior to exams.

The Parent Input

We rely on the support of parents and carers to encourage regular home learning routines are well established. Tracking reports and parents' nights are crucial opportunities to engage in conversations about your child's learning and to contact the school if there are any concerns.

How:

- Create an environment which supports time management, a quiet space and provide appropriate resources.
- Check if home learning has been issued on a regular basis.
- Talk with students about what is being learned.
- Ensure that students are making their best effort to complete tasks.
- Regularly review progress with conversations about schoolwork and feedback from class teachers, reminding and prompting their youngster when appropriate.
- Listen to worries and complaints and be patient.
- Engage with various website documents including the "Parent Zone" which includes details of how you can support the young person, and logging on to Teams and One Note with their young person to have an overview of the classwork and homework tasks as appropriate.
- Contact the school to seek further support or advice if needed.

Frequency of Home Learning

There is no expected minimum amount of home learning across any year group. S4 - S6 pupils can expect to undertake increased levels of homework in preparation of formal assessments and exams, as is the demand on pupils moving from BGE S1-3.

Staff will only set homework where there is a clear need and purpose, and where it is likely to enhance or support learning or skills development. They will also, where appropriate, communicate success criteria, help pupils to manage homework requirements and allow reasonable time for tasks to be done.

Pupils should be responsible for planning ahead and keeping to deadlines – seeking help at home or with staff if there is a problem and, for more senior pupils, ensuring that any employment or work commitments do not hamper progress with important home study.

In some cases, pupils will need to complete elements of assignments or portfolios at home that contribute to an overall course award. Completion of this is vital in determining a high grade.

How will Home Learning will be distributed?

The vast majority of Home Learning will be posted on Teams for pupils to complete on their ipad. For practical subjects such as Art, a sketch book will be issued for homework. We ask parents to check in with their child each night if they have been issued with any homework.

Non-Completion

Any non-completion of home learning will be flagged up by communication home, tracking reports and during parents' evening,

We ask that parents support their child throughout the school year by asking and checking if home learning is due.



Types of Home Learning Tasks

The following homework tasks are specific examples to certain subject areas. Learners will be advised by their class teacher regarding which tasks should be completed.

Set Tasks

These are pieces of work set by class teacher with a specific deadline. Success criteria and deadlines will be shared with the learners verbally and on Teams.

BGE	S3 BGE	Senior Phase
Personal Reading (English) Research projects Finishing class work Online questions through forms or OneNote Homework booklets Optional learning grids Research and presentation of a news article Extended pieces of writing Posters Cartoon strips Quizzes Revision for end of unit assessments Vocabulary revision iPad work using various education apps	Personal Reading (English) Research projects Finishing class work Online questions through forms or OneNote Short response questions Essays Extended pieces of writing Quizzes Creating flashcards Revision for end of unit assessments Vocabulary revision iPad work using various education apps	Personal Reading (English) Past paper questions Essays Online questions through forms or OneNote Assignment research and coursework completion Writing up/completing notes Revision for assessments Attendance at after school study support classes/Easter Study/Study lates Timed exam practice

Personal progression

BGE	BGE S3	Senior Phase
Personal reading Watching or reading the news Participation in extracurricular clubs (music, sports etc)	Personal reading Reading news articles Participation in extra-curricular clubs (music, Sport, youth organisations)	Personal reading Reading news articles Volunteering, work experience, Youth Awards, DofE.

What to expect at Forrester

BGE (S1-3)

Subject Area	Frequency of Homework
Art & Design	Monthly drawing/investigative task set. On TEAMS and listed in front of sketchbook issued for tasks.
Admin/Accounts/Business	2-3 pieces a term plus revision for assessments
Computing	2-3 pieces per term plus revision for assessments
Science	S1-2: 1 scientific literacy and 1 scientific HW per topic S3: 3 pieces per term
Maths	S1-3 – weekly homework exercises or a bigger task every two weeks. In addition to this, a year bigger booklet twice a year to complete on revision for assessments.
English	2-3 pieces per term- close reading skills, reading aloud and comprehension questions. The challenge of the questions increases for S2 and then again for S3.
Modern Languages	S1-3: 4-5 short pieces per term (vocabulary and/or spelling test, digital revision of vocabulary or assessment revision)
Social Subjects	S1-2: choice of 4 x optional tasks per topic to stretch and challenge plus revision for assessments. S3 – minimum 1 piece per topic
HE/CDT	S1-2: 1 piece per term S3: 3-4 per pieces term
Music/Drama	S1-2: 1 piece per term S3: 3-4 per pieces term
PE	S1-2: 1 piece per term S3: Minimum of 1 piece per activity block

What to expect in BGE (S4-6)

Subject Area	Frequency of Homework
Art & Design	Essays and presentations (N4) are written/completed at home in prep for exam (N5 & H). Students have a sketchbook to enable work to be completed at home.
Admin/Accounts/Business	Higher: 1 piece a week (combination of past papers, quizzes and revision) L5/6: 2-3 per term N5/4: 3 per term
Computing	3-4 pieces per term
Science	1 piece per week for NQ subjects and 1 per term as a minimum for NPAs.
Maths	N5 and higher – weekly homework exercises worth an hour of work. N4 – revision exercises at the end of topics

English	4-5 per term (close reading skills, reading aloud and comprehension questions. Some homework tasks will relate to the planning and research of the folio)
Modern Languages	1 short weekly piece (vocabulary and spelling test, digital revision of vocabulary, revision of written and speaking tasks and assessment preparation).
Social Subjects	1 x consolidation or exam skills/past paper practice task per fortnight minimum with ongoing revision recommendations shared regularly.
HE/CDT	4-5 Pieces per term
Music/Drama	4-5 Pieces per term
PE	PE- 3-4 pieces per term Sport & Rec – 1 piece per term Excellence in sport- 1-2 per term Leadership- 1-2 per term Dance 1 piece per week either practical or written

Resources and Supports

[E-Sgoil](#) : Online study support (Glow sign up)

[West OS](#) : Study resources (Glow sign up)

[ACHIEVE](#) : Online study support and revision materials.

[Clickview](#) : Educational videos

[National E-Learning offer](#) - Broad General Education(S1-S3) and Senior Phase (S4-S6)

[BBC Bitesize](#) : Resources and tests for all levels starting S1.

All pupils can now access recorded video lessons on WestOS using their Glow login to support their learning and revision at home! There are lots of quality assured video lessons available for all our pupils across a range of subjects. Pupils will find this a great resource to support their learning and revision on Glow. If you do not have your Glow Login details please email the School Office to request these from our Admin Team.

The [SQA provide recent past papers](#) and assignments on their website alongside marking schemes.

[SQA Understanding Standards](#) provides a wide range of subject-specific materials that explain the national standards required in SQA assessments.

Work is also provided on OneNote or class Teams.

Please see our [Learning Together padlet](#)

Common responses to homework

"I don't get it!"	This is often a frustration response. S/he is not confident of ability or is unsure of part of an assignment. It is empowering for a student to be able to come to class and say, "I was able to do the first part of the assignment but I have these questions."	Say: "Tell me what you DO understand." Do: Encourage your child to try Think: Is this content related or about the task of independent work?
Sits & Stares	Some children have difficulty getting started. Other times, homework is a power struggle rooted in unrelated issues.	Say: "Start with the easy part" Do: set time limits Think: is it about the homework?
Rushes and shows no pride	If a child is chronically satisfied with mediocre work, then adults need to establish expectations. "I have seen great work...I expect..." A child may need help setting clear goals. Remember, a child owns the work as well as the consequences.	Say: Show me your best work Do: Establish expectations Set clear goals Allow child to experience consequences Think: What comes after the homework? Is this the best time?