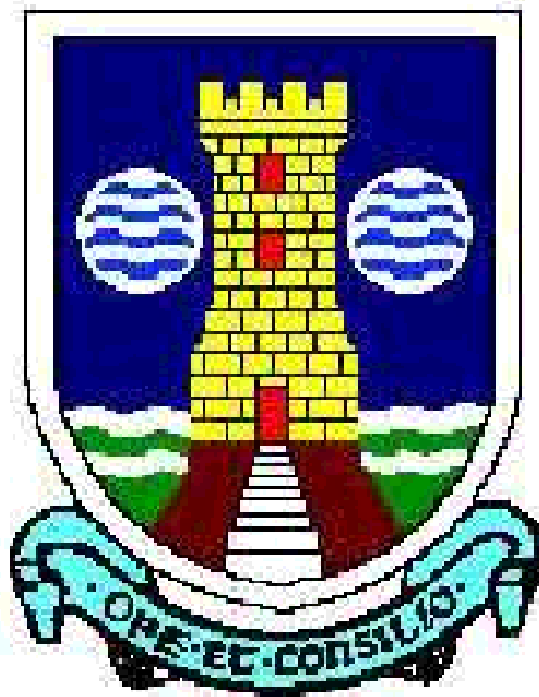


# **Portobello High School**



## **Homework Guide 2011 / 2012**

**Checked September 2011**

**The following extracts from our up-dated Homework Policy are considered important for parental addition.**

## **Rationale**

Homework can help to improve achievement and raise attainment of individual pupils where it is meaningful, purposeful and enhances learning experiences. It is also an essential part of preparations for internal and external assessment. Pupils are putting their success in SQA examinations in jeopardy if they do not develop a good homework routine. At Portobello High School we believe the fundamental purpose of homework is to develop pupils as life-long, independent learners.

## **Principles for effective homework**

- Pupils, parents / carers and the school all have responsibilities. Our shared approach should be consistent and positive.
- All learners and parents / carers should easily understand the learning intentions and success criteria for homework. Homework tasks should be achievable.
- Fair time allocations should be agreed for each homework activity. Appropriate support and resources should be offered.
- Departments should give guidance on the overall amount of time spent on homework, taking into account age, stage and subject allocation per week.
- Departments should work within these guidelines to ensure that homework is manageable by staff, parents / carers and pupils.
- Departments should also give guidance on the quality expected when completing homework tasks.
- Homework activities should be meaningful, stimulating and purposeful.
- Feedback on homework should be constructive. Pupils should be given recognition and reward for effort and work well done.
- Feedback on homework is a crucial aspect of learning and can take many forms. It is not always appropriate for all homework tasks to be formally assessed and marked by the teacher.
- The school's approach to the non-completion of homework will be informative and not punitive.

## **Planning for effective homework**

- Teachers should provide time in lessons for pupils to record homework in their planners.
- Teachers/departments should ensure that pupils have the necessary skills and access to the appropriate resources to complete homework tasks.
- Teachers should provide strategies to assist pupils in planning for revision.
- All departments and all teaching staff will expect pupils to arrive at class with a bag, planner, writing materials and with the relevant jotter / folder / PE kit.
- No homework will be given for the next day. Work set during the holidays would normally be for S4 to S6 pupils as part of exam preparation.

## **Developing positive attitudes**

- We aim to encourage positive attitudes to homework by:
  - valuing and acknowledging effort
  - setting high expectations on the standard of homework
  - using praise
  - respecting frustration
  - being non-judgemental
  - fostering self-reliance
  - encouraging long-term goals
  - displaying appropriate examples of pupils' work.
- Where homework is not completed by pupils our constructive approach is to:
  - find out why and offer support
  - record concern
  - inform parents / carers where appropriate.
- We may ask pupils to complete homework after the initial non-completion but we will not give punishments, detentions or remove them from class because of non-completion. Pupils will not be involved in any disciplinary procedures because of non-completion.

## **Support**

We will provide appropriate support and resources to aid pupils in their completion of homework. This will include:

- providing each pupil with appropriate materials
- developing appropriate departmental resources
- departments developing study and thinking skills in their homework programmes
- publicising homework clubs, study support activities, revision sessions and our Easter revision programme
- continuing to develop the library study support section and investigating ways of increasing the use of the library to support homework.

# **ART & DESIGN**

## **The purpose of homework within Art & Design**

- To complement and consolidate work done in class.
- To develop good drawing skills which are at the heart of our subject.
- To develop the habit of sketching for enjoyment.

## **Types of homework to be issued / Frequency of homework at each stage**

### **S1/S2**

Both years are issued with a free sketchbook at the beginning of each year. List of subjects to be drawn is on the inside cover. One 30 minute drawing expected every fortnight.

### **S3/S4**

Sketchbook homework continues from S1 and S2 with a 45 minute drawing once a fortnight. S3 pupils should provide own sketchbook and pencil. Two critical projects are completed in the course, one in Design and one in Expressive. Much of the research and finished presentation can be done at home. Pupils are also encouraged to use their sketchbooks for developing ideas for the Unit they are working on.

### **Higher and Intermediate**

Regular essays on critical and historical elements for Art and Design Studies will be required during the year. In addition practical work in support of their folios will be required.

### **GCE A Level**

Sketchbooks are a vital part of the 'A' level course. They are used to gather information, develop ideas and critically analyse other artists work.

### **Procedures for issuing, recording, providing feedback and maintaining records**

Junior school sketchbooks are handed in one week to be marked then handed out the next week for a new assignment. Pupils have a week to complete the task before once again handing in their sketchbooks. This continues throughout the year until all 20 assignments are completed.

Teachers record in register when work is handed in. If a pupil repeatedly fails to hand in homework a letter goes home to inform their parents / carers.

Staff comment constructively in sketchbooks and give personal advice where necessary. There is also feedback to parents / carers in pupil reports.

### **Guidance for parents / carers on how they can help their child in the subject**

Parents / carers can help by asking to see the sketchbooks from time to time to encourage interest.

# **BIOLOGY**

## **The purpose of homework within Biology**

- To consolidate and sometimes extend work carried out in class
- To revise work in preparation for external exams
- To practise answering questions in exam style

## **Types of homework to be issued**

### **S3/4**

Short answer questions covering knowledge and understanding and problem solving. Pupils may also be asked to carry out mini projects and write essays. Encourage the use of the bitesize web site ([www.bbc.co.uk/scotland/revision](http://www.bbc.co.uk/scotland/revision)) for revision homework. Pupils should be reading their course notes on a regular basis.

For Standard grade the web site [www.visit-islay.com/biology/stg/index.htm](http://www.visit-islay.com/biology/stg/index.htm) can be accessed for revision prior to tests or to help with homework.

For Intermediate 1 homework the web site [www.highlandlearning.org.uk/](http://www.highlandlearning.org.uk/) can be accessed for revision prior to tests and to help with homework.

### **S5/6**

The Scholar web site ([www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)) should be visited regularly by all Higher and Advanced Higher Students. Homework issued on a regular basis, include essays and short answer questions covering knowledge and understanding as well as problem solving activities. Each student at Int. 2 and Higher level is issued with a text book from which homework is also issued. The text book should be read over regularly as the content of each chapter is covered in class. There are extra questions at the end of each chapter that can be used as further practise by the pupils.

Advanced Higher pupils should research materials for their individual projects and write up their projects as homework. Pupils are encouraged to read scientific articles to extend their knowledge.

## **Procedures for issuing, recording, providing feedback and maintaining records**

Completion of homework tasks is monitored by staff. Feedback is provided to pupils on an individual basis as appropriate.

## **Guidance for parents / carers on how they can help their child in the subject**

Encourage pupils to complete the homework tasks on time and to the best of their ability.

# **BUSINESS EDUCATION**

## **The purpose of homework within Business Education**

The purpose is to consolidate knowledge and understanding and to prepare pupils for NABS / tests / SQA exams. Pupils are encouraged to take responsibility for their own learning and to identify areas of strengths and weakness to set appropriate targets. Homework will also encourage parental involvement.

## **Types of homework to be issued**

### **S3/S4**

- Past paper questions
- End of unit homework
- Homework booklets
- Revision for tests
- Use of recommended websites wherever possible e.g. Businessstudiesonline and BBC bitesize

### **S5/S6**

- Past paper questions
- Homework booklets
- Case studies
- Preparation/revision for NABs and tests
- End of topic homework
- Pre Nab homework

## **Frequency of homework at each stage**

### **S3/S4**

- For each unit there is a compulsory piece of homework issued to pupils. Frequency varies in line with SQA deadlines and demands together with the length and depth of the topic. Given that Administration is a more practical subject less homework is generally issued compared to Business Management courses. More homework is given out in S4 than S3.

### **S5/S6**

- Frequency will be dependant of the course, level and stage of the course. Higher Business Management will, for example, have compulsory pieces of homework. In addition reading, revision, smaller pieces and 'finishing off' class exercises. More homework will be issued to Higher classes than Intermediate.

## **Procedures for issuing, recording, providing feedback and maintaining records**

The Department will store and maintain records manually or electronically. The use of Personal Learning Planners has been introduced in some Admin and Business Management classes but these have to be further developed and adapted for our use.

### **Homework will normally be:**

- ✓ Returned as soon as possible
- ✓ Marked with helpful comments
- ✓ Corrected in class where appropriate
- ✓ Marks will be recorded
- ✓ Non-completion recorded
- ✓ Letters to parents / carers will be sent if there are 3 non-completions
- ✓ If homework is handed in late (without good reason), staff may record it as having been completed but not mark it. Staff will use their professional judgement in such matters.

### **Guidance for parents / carers on how they can help their child in the subject**

Detailed parental guidance sheets for Business Management and Administration are issued at pupils' induction and extra copies are distributed at parents' consultations.

Past papers with solutions are published by Leckie and Leckie annually and are highly recommended.

Parents are also encouraged to browse over pupils' booklets/notes/homework and quiz their youngster on their knowledge and understanding of the content.



# **CHEMISTRY**

## **The purpose of homework within Chemistry**

- To consolidate and re-inforce concepts encountered in coursework.
- To promote and encourage pupils to take more responsibility for their own learning.
- To develop the confidence to answer a variety of styles of questions accurately and effectively

## **Types of homework to be issued**

### **S3/4**

Written, investigative, exam style questions. Cloze test style questions. Completion of work done in class. Regular reading of classroom course notes. Use of internet based revision websites where possible e.g. chemweb and bitesize.

### **S5/6**

Questions in a variety of styles to encourage/enable pupils to prepare for Unit tests (NABs) using the homework material supplied.

Regular reading of classroom course materials/notes.

Reading of scientific articles to extend knowledge beyond the curriculum and to foster appreciation of how chemistry impacts globally on society and the environment.

Use of internet based revision websites where possible e.g. chemweb, bitesize and scholar.

## **Procedures for issuing, recording, providing feedback and maintaining records**

Completion/non-completion of homework tasks monitored by staff on a regular basis.

Feedback to pupils / parents / carers provided where appropriate.

## **Guidance for parents / carers on how they can help their child in the subject**

- Encourage pupils to engage fully with homework/revision tasks
- Encourage use of in-school ICT facilities if the internet is unavailable at home

## **URLs for websites above:**

Scholar (Adv H & H)

[www.scholar.hw.ac.uk](http://www.scholar.hw.ac.uk)

Evanschemweb (Adv H, H, Int2, S & Int 1)

[www.evans2chemweb.co.uk](http://www.evans2chemweb.co.uk)

Bitesize (H & S)

[www.bbc.co.uk/scotland/revision](http://www.bbc.co.uk/scotland/revision)

# **COMPUTING and INFORMATION**

## **SYSTEMS**

### **The purpose of homework within Computing**

- Consolidation of knowledge.
- Preparation for next lesson.
- Practising study skills out with school.

### **Types of homework to be issued**

#### **S1/S2**

Completion of worksheets.

Revision for tests.

Preparation for next lesson.

#### **S3/S4**

Revision for end of topic tests.

Consolidation worksheets.

Past paper questions.

#### **S5/S6**

Revision for NABS.

Consolidation worksheets.

Past paper questions.

Reading notes.

Independent study.

### **Frequency of homework at each stage**

#### **S1/S2**

10 - 15 minutes every 2 / 3 weeks depending on current course work.

#### **S3/S4**

Once per week.

#### **S5/S6**

Once per week.

### **Procedures for issuing, recording, providing feedback and maintaining records**

- Marked with comments.
- Returned to pupils.
- Correction in class.
- Marks recorded.

### **Guidance for parents / carers on how they can help their child in the subject**

- Check in planner.

# **C.D.T**

## **Purpose of homework within CDT**

To cover additional work.

Reinforce class work

Completion of class work to keep up pace of learning.

## **Types of homework to be issued**

### **S1/S2**

Craft and Design	Research Design issues Research specific materials. Completion updating design folios.
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Graphic communication	Set homework booklets.
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### **S3/S4**

Craft and Design	S3 - Knowledge and Understanding homework booklet S4 - Past papers
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Graphic communication	Knowledge and Interpretation homework booklets Past Papers
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Technological Studies	Unit completion homework assignments.
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### **S5/6**

Product Design	Specific homework assignments covering all aspects of course.
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Graphic Communication	Homework booklet covering all aspects of Knowledge and Interpretation
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Technological Studies	Specific homework assignments running parallel with course.
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## **Frequency of homework at each stage**

### **S1/S2**

Graphic Communication	1 per week
Craft and Design	1 per 2 / 3 weeks – at discretion of teacher

### **S3/S4**

Craft and Design	1 per week
Graphic Communication	1 per week
Technological Studies	1 per week

### **S5/S6**

Graphic Communication	1 per week
Product Design	1 per week
Technological studies	1 per week

## **Procedures for issuing, recording, providing feedback and maintaining records**

S1/S2 homework booklet has parent / carers signature section

S3/S4 set homework assignments monitored and recorded by staff

S5/S6 set homework assignments with tick box displayed on completion of homework

## **Guidance for parents / carers on how they can help their child in the subject.**

Report cards and parents / carers consultations.

Check planners regularly.

# **DRAMA**

## **The purpose of homework within Drama**

Homework forms a link between classroom workshops and personal evaluation of work done.

It consolidates learning. It deepens pupils' understanding of course work. It greatly improves attainment.

At S5 / S6 level, independent reading and study of texts is essential.

### **Types of homework to be issued**

#### **S2**

After each one hour workshop, pupils write up the important aspects of work done that day as well as noting any ideas that they want to bring to the next lesson.

#### **S3/S4**

Diary entries – pupils keep their own records of work done especially focusing on their own contributions. There are also end of unit essays and reviews of live theatre to be done.

#### **S5/S6**

**Set texts to be read and studied at home in preparation for test essays.**

**Practice essays to be submitted.**

In Unit 1 pupils keep a log of the rehearsals they have directed and evaluate each one in order to assess what needs to be worked on next day.

### **Frequency of homework at each stage**

#### **S1/S2**

Each drama day, i.e. once a week during their short block of drama.

#### **S3/S4**

After each week of drama – one diary entry.

After each unit, an end of unit essay.

#### **S5/S6**

Daily reading and study of set texts.

After each rehearsal directed by a pupil – a log write up i.e. twice a week.

One practice essay a month from October onwards.

### **Procedures for issuing, recording, providing feedback and maintaining records**

Homework returns recorded in teacher's marks book. In S3/4, correspondence via diary entries provides formative feedback.

## **Guidance for parents / carers on how they can help their child in the subject**

S2 - S4 homework is usually an evaluation of contributions in class. You can help your child by encouraging them to express their thoughts and feelings about their own ideas in drama and by engaging in dialogue with them about what they are learning i.e. concentration, listening skills, devising, directing.

For S5 / S6 pupils, parents / carers can help by encouraging reading and studying of set texts and by engaging in dialogue about the historical setting, themes and issues in the plays to be studied.

At all levels, encouraging pupils to see live theatre would be very helpful.

# **ENGLISH**

## **The purpose of English homework**

English homework is contextualised within course work as far as possible. Individual teachers set homework that is appropriate to the pupils in the class and the work they are doing. Its purposes are to consolidate or extend learning in a particular area, to provide time to develop skills in reading and writing, and to promote independent study. Personal reading is particularly important, and all pupils at every level are encouraged to commit themselves to reading texts of their own choice.

## **Types of homework to be issued –**

### **Curriculum for Excellence**

#### **Activities include:**

- Personal reading for enjoyment,
- Language work to consolidate or reinforce class work (e.g. vocabulary, spelling, grammar exercises),
- Extended writing (imaginative, personal or functional),
- Research (for example, in preparation for a solo talk or informative writing task).

### **Standard Grade**

#### **Activities include:**

- Personal reading
- Language work to build skills in close reading or writing
- Research for solo talk or informative writing tasks
- Redrafting of folio work

### **National Qualification Courses**

#### **Activities include:**

- preparation work for early drafts of writing pieces
- redrafting of writing pieces, using advice from your teacher
- study of texts taught in class
- personal reading, particularly of good quality non-fiction to support preparation for the Close Reading exam,
- past paper practice
- revision



## **Frequency of homework at each stage**

### **S1/S2**

It varies according to the work studied, but is based on the school homework policy. Most teachers work on the premise that there should be an average of 20 minutes of homework a week, or 40 minutes a fortnight. As homework tasks often engage the interest of pupils who enjoy the subject, they can take some pupils considerably longer than 20/40 minutes, but this is not demanded by teachers.

### **Standard Grade**

Homework is issued as and when it is necessary to support course work, but not normally more often than once per week. Redrafting of folio work is often done at home, and Credit pupils often spend a significant amount of time on this. Potentially time-consuming tasks like this are not set weekly.

### **National Qualification Courses**

Homework is issued as and when it is necessary to support course work. Particularly at Higher level, there is an increase in the amount of homework expected, and homework is usually issued at least once per week.

### **Procedures for issuing, recording, providing feedback and maintaining records**

All teachers record completion/non-completion of homework, and comment on these records in reports. Where pupils repeatedly fail to hand in homework, letters are sent home to parents alerting them to the fact that homework is rarely completed. In senior years, where this impacts on SQA coursework, letters are sent home to parents to alert them to the consequences of their children not completing work which contributes towards final assessment.

All teachers note an area of strength and an area for development on extended writing pieces submitted for homework. Some teachers use reward systems (for example stickers, postcards home commending enthusiasm for personal reading) with junior classes.

# **GEOGRAPHY**

## **The purpose of homework within Geography**

Homework should help improve achievement and raise attainment of individual pupils. It should be meaningful and purposeful, enhancing the learning experience and helping to prepare pupils for assessment. Fundamentally it should help prepare pupils as life long learners.

### **Types of homework to be issued**

#### **S1/S2**

- Simple written exercise.
- Investigative work for project work.
- Project work (assessed in S1 and S2)

#### **S3/S4**

- Written exercises.
- Fieldwork tasks.
- Information to find.
- Investigative work.
- Past paper exercises.

#### **S5/S6**

- Written exercises (essay responses).
- Past paper exercises.

### **Frequency of homework at each stage**

#### **S1/S2**

S1 – 12 week rota. Once per fortnight

S2 – Once every 3 - 4 weeks.

#### **S3/S4**

Generally one per fortnight. Sometimes more frequently.

#### **S5/S6**

Written exercise and once per fortnight. However, pupils are expected to do their own revision and 'finishing off tasks' on a weekly basis.

### **Procedures for issuing, recording, providing feedback and maintaining records**

Generally pupils are given at least three nights to complete a homework task. Teachers record results in their marks book. Feedback is provided by a number of methods, including raw scores, comments, model answers and 2 stars and a wish in S1 and S2. If homework is regularly late, incomplete or not completed to the required standard, parents are notified by a letter. Teachers give pupils one day's grace for late homework.

### **Guidance for parents on how they can help their child in the subject**

- Check planners regularly to see when homework is due.
- Check and sign homework exercise to check it has been done to the required standard.

**\*\*\* Please see our Support Booklet for Parents on the School website (under the Geography Department section) \*\*\***

# **HISTORY**

## **The purpose of homework within History**

Homework is designed to act as formative assessment. All tasks and assignments are skills based with the aim of helping to raise attainment and develop a homework routine which will lead to a pattern of lifelong learning.

### **Types of homework to be issued**

#### **S1/S2**

Skills based homework sheets to review understanding of concepts – different tasks reflect different learning styles. Research opportunities, also, which are issue based and related to class work.

#### **S3/S4**

Homework is differentiated by Foundation / General / Credit levels ranging from revision puzzle sheets to essay writing. Much is skills based to reinforce learning in the classroom or centres round the presentation of arguments and conclusions.

#### **S5/S6**

Again, homework is differentiated to suit the different levels from Intermediate 1 to Advanced Higher. It covers source based skills, essay writing, research skills, and processing of information.

### **Frequency of homework at each stage**

#### **S1/S2**

Homework is issued twice per unit at least. Staff may issue more to reinforce skills if need be. Twice per annum students may research part of their investigations.

#### **S3/S4**

Credit classes will complete two essays per unit, each to be followed by a 'homework free' period. All levels should complete a variety of sheet based assignments; around five per unit as minimum.

#### **S5/S6**

Six essays for Higher over the session. Similarly for Advanced Higher. In addition all levels in S5 / S6 should complete skills assignments, around six per unit.

## **Procedures for issuing, recording, providing feedback and maintaining records**

- Time in lessons for issuing/explaining and giving feedback on completed homework. Positive marking, use of model answers, marking assessment criteria, peer marking.
- S1 / S2            Record sheet in teaching folder, data base Filemaker Pro.
- S3 – S6            As above

## **Guidance for parents on how they can help their child in the subject**

Reference to planners. For future, access web page where homework will be posted in PDF format.

# **HOME ECONOMICS**

## **The purpose of homework within Home Economics**

Homework in Home Economics is designed to reinforce classroom learning, expand knowledge, increase awareness of examination technique, raise attainment and enhance practical skills. Pupils are also encouraged to practice cookery techniques at home.

### **Types of homework to be issued**

#### **S1/S2**

Homework booklets are issued to all pupils at the beginning of the year and are completed fortnightly. Most exercises are short answer questions based on work that has been undertaken in the classroom.

Topics covered within the homework will be part of assessment areas in the end of unit tests.

Parents are asked to encourage pupils to practice food preparation techniques at home with a view to increasing speed, confidence and skills.

#### **S3/4**

In S3 / S4 homework is used as preparation for National Examinations and reinforcement of learning. Questions are given in a booklet form and are devised under the headings of knowledge and understanding and handling information.

Pupils are expected to give sound reasons for their answers to the questions and time will be spent in class looking at how well the homework tasks have been undertaken.

#### **S5/6**

As preparation for the Intermediate 2 and Higher examinations, homework is given following the topic being undertaken in classroom lessons. Questions will be based within the contexts of both Resource Management and Consumer Studies.

### **Frequency of homework at each stage**

#### **S1/S2**

Homework is issued throughout the year, usually on a 2 week basis

#### **S3/S4**

At various points in the term, written homework is issued weekly. Pupils are also encouraged to practise practical skills to prepare themselves for food preparation assessments

Intermediate classes are not issued with homework.

## **S5/6**

During the year, homework is issued weekly, apart from the time when the technological project is being undertaken when pupils are expected to carry out research at home.

Intermediate 1 classes are not issued with homework.

### **Procedures for issuing, recording, providing feedback and maintaining records**

- Pupils have checklists in S1 / S2 / S3 / S4
- Teachers record marks. Information is then transferred to report cards.
- Positive and constructive criticism is used. Marks are also used when appropriate.

### **Guidance for parents on how they can help their child in the subject**

- Parents are asked to check planners
- Parents are asked to sign checklists at front of homework books.

# **MATHEMATICS**

## **The purpose of homework within Mathematics**

Homework is an integral part of the learning process. It is designed to help pupils become independent learners supported by the attendance at study support classes in S4 - S6. Homework must be meaningful.

### **Types of homework to be issued**

#### **S1/S2**

- Homework booklets according to position on course.
- Appropriate non-calculator work.

#### **S3/S4**

- Based on exam style questions.
- Use of past papers to support class work.
- Attendance at after school support classes is also part of homework in terms of time spent.

#### **S5/S6**

- As per S3 / S4

### **Frequency of homework at each stage**

#### **S1/S2**

- Informal – small regular amounts
- Formal – at end of chapter or units of work.

#### **S3/S4**

- As above (and past papers exam practice)

#### **S5/S6**

- As above (and past papers exam practice)

### **Procedures for issuing, recording, providing feedback and maintaining records**

When formal homework is issued, normally a week will be given for completion. Pupils are encouraged to use planners to note down homework tasks. Homework (where appropriate) is marked using comment only marking. Staff are encouraged to record marks using traffic lights in mark books.

### **Guidance for parents on how they can help their child in the subject**

Parents are asked to support us by checking planners to see when homework is due. Letters will be sent home if pupils are failing to complete homework or if it is not of an acceptable standard.



# **MODERN LANGUAGES**

## **The purpose of homework within Modern Languages**

- To further develop the core language skills of Reading, Speaking and Writing.
- To enrich the learning experience provided in class and to consolidate prior learning and classwork.
- To develop the skill of independent learning.
- To increase the range of vocabulary and linguistic structure.

## **Types of homework to be issued**

### **S1/S2**

- Revision and practice of vocabulary
- Preparation and development of Speaking and Writing
- Reading practice

### **S3/S4**

- As above with increased emphasis on the skills and techniques required for internal and external assessment.
- Preparation for SQA Writing folio and Speaking Tests

### **S5/S6**

- Consolidation and development of Reading, Listening, Writing and Speaking skills as well as extension of vocabulary and grammatical structures.
- Study of an authentic text.
- S6 only – study of an area of interest related to the culture of the country studied.

## **Frequency of homework at each stage**

### **S1/S2**

Once a week on average. Usually 10 - 20 mins

### **S3/S4**

Once or twice a week on average. Usually 20 - 30 mins but can be longer during SQA assessment preparation.

## **S5/S6**

Intermediate 1 / 2: 1 hour per week

Higher: 1.5 to 2 hours per week (and additional self study)

Advanced Higher: 2.5 to 3 hours per week.

Senior students are encouraged to use the Modern Languages base within or outwith school hours to assist support their study.

### **Procedures for issuing, recording, providing feedback and maintaining records**

- Noted in staff records of work
- All pupils write homework in planners
- Comment only marking
- 'Marks' given as appropriate
- Constructive feedback given
- Support for Pupils and parents informed if pupils consistently fail to complete homework

### **Guidance for parents on how they can help their child in the subject**

- Ask to see your child's planner
- Discuss the homework task with your child
- Offer to check vocabulary (can be done by non French / Spanish speakers!)
- Ask your child to explain that day's lesson to you
- Encourage your child to use technology at home to practice their French / Spanish.
- Use mobile phones and MP3 players to record vocabulary or use [www.google.fr](http://www.google.fr) or [www.google.es](http://www.google.es) to find out more about subjects that interest you

# **MODERN STUDIES**

## **The purpose of homework within Modern Studies**

The primary purposes are

- To complement and extend work done in classroom
- To provide exemplification of principles established in course
- To provide opportunities for pupils to take more control over their learning.

### **Types of homework to be issued**

#### **S1/S2**

A series of 7-9 activities at different levels in each year. Some are expected, others are merely encouraged. There is also a project in S2 early in the session. These are all downloadable from the department website at [www.modstuds.com](http://www.modstuds.com).

#### **S3/S4**

Mainly completion tasks and also expectation that pupils will keep up to date with news by reading papers and / or listening / watching radio and TV REGULARLY: "a little but very often". Occasional set piece exam questions.

#### **S5/S6**

As above for S3/4, with greater emphasis on news. A few essays per session – perhaps 5 - 6 at Higher or Advanced Higher. Dissertation and reading in Advanced Higher. For Intermediate, completion tasks and one exam question per topic.

### **Frequency of homework at each stage**

#### **S1/S2**

Approximately every 7-10 days in S1. S2 is one period per week so these will be every five weeks approximately.

#### **S3/S4**

Operate deadline system here. Pupils organise their own workload, subject to general teacher guidance. These deadlines are every 2 - 3 weeks. Daily for news of course.

#### **S5/S6**

As above except for Advanced Higher. Higher essays every 6-7 weeks (1,000-1,500 words)

### **Procedures for issuing, recording, providing feedback and maintaining records**

Given out by teacher and recorded in register or equivalent. Teachers are responsible for recording homework, although cases discussed at DMs. Feedback sheets in development. Currently in use in Higher and S2 and all pupils use self-assessment sheets.

### **Guidance for parents on how they can help their child in the subject**

Regularly watching of 5 minutes of news every day, even weekends.

Don't let pupils leave homework to the last minute.

# **MUSIC**

## **The purpose of homework within Music**

1. To consolidate, reinforce and further develop work done within the classroom.
2. To allow students to add extra depth and breadth to their studies and develop investigative skills independently.
3. To develop the habit of doing homework.

## **Types of homework to be issued**

### **S1/S2**

S1 homework booklet – literacy exercises and some investigative work.

S2 homework booklet – similar to above.

### **S3/S4**

Performing: regular practice on two instruments. Homework classes are available after school in keyboard and students may use drum-kits and computers after school to complete practice / homework.

Inventing: literacy workbooks. Regular homework using Sibelius software or conventional notation.

Listening: revision of concepts, especially before tests. Use of websites relevant to SG units.

### **S5/S6**

Inventing: twice weekly work using Sibelius or conventional notation.

Listening: department issue CD's and information sheets relating to periods of music covered in class.

Performing: regular practice on two instruments (daily practice is essential for a quality pass).

## **Frequency of homework at each stage**

### **S1/S2**

Frequently in term 1 (weekly, 10 minutes).

Regularly in terms 2 and 3 (every second week, 10 minutes).

Instrumental pupils (i.e. learning with an instrumental teacher) need to practice from 15 minutes daily up to 40 minutes depending on standard.

### **S3/S4**

Performing: daily on first instrument. Regularly on second instrument. Length of practice depends on standard.

Inventing: once weekly (20 – 40 minutes)

Listening: once weekly (20 – 30 minutes)

Instrumental pupils (i.e. learning with an instrumental teacher) need to practice from 15 minutes daily up to 40 minutes depending on standard.

### **S5/S6**

Performing: daily on first instrument. Regularly on second instrument. Length of practice depends on standard.

Inventing: twice weekly (20 – 50 minutes but many students want to do more than this).

Listening: at least once weekly (30 minutes). Advanced Higher students also have to work on their analytical commentary (an extended essay).

### **Procedures for issuing, recording, providing feedback and maintaining records**

Teachers record the issue and return of homework in their registers / record of work. Stamps are given for homework that is well done. Detailed feedback (sometimes written) is given to inventing students in S3 – S6.

### **Guidance for parents on how they can help their child in the subject**

Parents can help by checking the school planner, ensuring that their child remembers to take and use their planner every day. Students are expected to complete homework without parental input, except for checking that it is done and signing where applicable.

Parents of children learning with an instrumental teacher should also check that the instrument is regularly taken home for practice. Parents are also asked to check and sign the instrumental instruction diary

# **PHYSICAL EDUCATION**

## **The purpose of homework within Physical Education**

Homework within PE is a tool used to allow and prompt pupils to be reflective having performed in an activity. It is used to assess the depth of knowledge and understanding acquired by the pupils and prepare them for the written element of the course.

### **Types of homework to be issued**

#### **S1/S2**

Homework is not issued in S1/S2. The course is 100% practical based.

#### **S3/S4**

Each Standard Grade activity lasts for seven weeks. At the end of each 'block' pupils have a piece of homework and a test to do. This ensures the pupils are reflective on the activity they have just done and tests their knowledge and understanding. In S4 with the SQA exams approaching, revision materials are issued and handed in by the pupils if they want their work marked.

#### **S5/S6**

In Higher the pupils tend to get homework at the end of every section 'completed' in the three areas. The nature of the work can vary from studying shot charts and analysing performance to devising a training programme.

### **Frequency of homework at each stage**

#### **S1/S2**

N/A

#### **S3/S4**

Once every seven weeks throughout Standard Grade. The homework issued does increase in S4 as pupils approach their final exams.

#### **S5/S6**

Homework is fairly frequent in Higher PE. Weekly/fortnightly.

### **Procedures for issuing, recording, providing feedback and maintaining records**

#### **Standard Grade**

All teachers issue the homework at the end of a block, record it and then spend time going over the work with the pupils on its return.

#### **Higher**

The teachers of their specialised area liaise with each other to ensure that homework is not handed out at the same time and record, and give feedback on each piece each time.

### **Guidance for parents on how they can help their child in the subject**

Parents are informed if problems become apparent with regard to pupils failing to hand in their homework completed and on time.

# **PHYSICS**

## **The purpose of homework within Physics**

To consolidate work undertaken in class. To revise sections of work covered earlier in the course.

### **Types of homework to be issued**

#### **S1/S2**

Individual homework sheets, research tasks via reference books, internet etc.

#### **S3/S4**

Tasks from a homework booklet dependent on work completed in the preceding week.

#### **S5/S6**

As above but a bit more research required for S6.

### **Frequency of homework at each stage**

#### **S1/S2**

Dependent on particular topic but probably once a fortnight, on average. Should take students 20 - 40 mins.

#### **S3/S4**

Homework is given once a week. Tasks should take 30 mins to 1 hour.

#### **S5/S6**

Homework is given once a week. Tasks should take 1 hour to 1 hour 30 mins.

### **Procedures for issuing, recording, providing feedback and maintaining record**

Homework should be recorded in student's planner and returned on a day mutually agreed. Homework marks are recorded by the class teacher.

### **Guidance for parents on how they can help their child in the subject**

Parents should show concern about homework and ask students on a regular basis if they have completed tasks. Homework should be the pupils own work and should not require significant involvement of parents.

# **R.M.E**

## **The purpose of homework within RME**

### **CORE RME -**

- To build on work done in class and relate topics to wider community and world around us.

### **STANDARD GRADE RS & HIGHER / INT 2 RMPS**

- To consolidate and reinforce class work
- Provide depth in understanding through background reading
- Provide practice in answering a variety of exam type questions
- To promote and encourage students to take a more active and responsible role in their own learning.

### **Types of homework to be issued/ Frequency of homework at each stage**

#### **S1 / 2**

Variety of homework pieces related to topics within the units studied in class e.g. research, interviewing family and friends, reports, extended writing, presentations, mini projects, use of media, newspapers & IT. Approximately every 4 / 5 weeks.

#### **S3 / 4 CORE**

Occasional questionnaire or research into topic studied. Mostly preparation for Freestanding SQA Unit assessments. Before NABs towards end of unit.

#### **STANDARD GRADE**

Additional material to back up or complete class work, background reading or research into topics. Use of IT, mini projects and work on individual investigation in S4. Once a week

#### **HIGHER / INT 2**

Background reading, extended writing, note taking, regular practice in writing exam questions from past papers. Once a week, sometimes twice if required for the different units studied concurrently.

### **Procedures for issuing, recording, providing feedback and maintaining record**

#### **S1/2**

Homework slip sent home, formatted and numbered for continuity and familiarity. Noted in planner. Homework jotters provided. Record of completion, standard and effort kept in student profile. Where possible formative assessment given, e.g. two stars and a wish or comment.



### **Certificate classes**

Record of homework given out and when completed kept in individual student profiles.  
Letters to parents/carers if pattern of non-completed homework emerges.

### **Guidance for parents on how they can help their child in the subject.**

Please encourage students to complete homework tasks on time and to their best effort and ability.

Regular completion of homework for both Standard Grade RS and RMPS is an essential aspect of these courses to make good progress and gain the necessary depth and understanding required.

# **SCIENCE in S1 and S2**

## **The purpose of homework within Science**

The science department teaches S1 and S2 pupils using a course supported by 'Spotlight' resources. The material is constructed in such a manner that many key features are 'spiralised' and revisited throughout the course.

Homework is integrated within the course and allows pupils to develop literacy, communication and numeracy skills, to evaluate environmental, scientific and technological issues and to apply critical thinking in new contexts, all advocated in *A Curriculum for Excellence*.

## **Types of homework to be issued**

Homework is categorised as -

- Learning lists
- Handling data
- Looking for patterns
- Library research
- Writing for a purpose

## **Frequency of homework at each stage**

This depends on the topic being taught and pupils' commitments.

About once every two weeks for 15 - 30 minutes would seem appropriate.

## **Procedures for issuing, recording, providing feedback and maintaining records**

Homework is monitored by teachers and discussions are held between teachers and the pupils in their classes.

## **Guidance for parents on how they can help their child in the subject**

At this stage in pupils' education, it is paramount to maintain motivation and interest. Parents should encourage their children to read appropriate literature, watch appropriate television programmes and research appropriate websites on the internet, all to engender appreciation of how science is relevant to the pupil and their family and how science relates globally to the environment and society.

<http://www.bbc.co.uk/sn/>

<http://www.schoolscience.co.uk/>

<http://www.sciencenewsforkids.org/>

<http://www.bbc.co.uk/schools/websites>

<http://www.newscientist.com/home.ns>

# **Homework: How You Can Help**

## **Some Handy Tips for Parents / Carers**

- Provide a quiet place for your child to work.
- Help your child get into a regular routine for doing homework.
- Look at your child's planner to see when homework is due.
- Talk about homework! Ask your child what s/he has to do and what ideas s/he has about tackling the work.
- Check up how things are going with the homework.
- Read over the homework when it is finished. It should have a date, a title, and be neatly presented. If you think the work is poor, careless or untidy, ask for the work to be done again.
- Find out how successful your son or daughter is with homework. What feedback did the work get?
- Remember that pupils, preparing for SQA exams, always have revision to do.
- Check out the school website – there you will find links to a variety of websites which can help you and your child.
- Contact your child's SfP teacher if you have any concerns over their homework.

## **SQA Past Papers**

**[www.SQA.Org.uk/pastpapers](http://www.SQA.Org.uk/pastpapers)**

# **Library Resources**

## **Opening hours:**

- All pupils welcome for study and revision until 4:30 pm Monday to Thursday.
- Friday: normally open until 3 pm, please check with the librarian.
- Holiday opening: at Easter for exam revision - please check opening hours with the librarian.

## **Resources:**

### **For pupils:**

- An **extensive** Study Support section with a comprehensive series of examination guides, past papers, course notes, study guides etc. for use in the library by pupils sitting SQA exams.
- New titles are added to the Study Support section on a regular basis.
- Copies of a Study Planner Chart and Exam Countdown Chart are available **free** for all pupils in S3 – S6.
- ICT: four computers with internet access.

### **For parents:**

- There is a section with books for parents / carers which pupils can borrow for you. Details are on the school web site.