

# The Royal High School Homework Policy

## Information for Parents/Carers/Staff

Homework is a key aspect of school life and supports the work being done in classes across all curricular areas. It makes a meaningful contribution to the learning experiences offered to each learner and reinforces classroom learning, consolidating knowledge and helping learners to progress through the significant aspects of their learning throughout school. It should promote effective links between home and school, allowing parents/carers to be more aware of the work being covered in school.

### The specific purposes of homework include:

- 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 forms homework may take include:

- Written activities
- Reading or preparation
- Revision of classwork
- Research
- Practice/Rehearsal (e.g. Expressive Arts, PE, English talks etc.)
- Project work
- Completion of tasks
- iPad work using various education apps including Edmodo
- Learning vocabulary

This list gives some examples of the types/forms of homework that may be issued across various curriculum areas and may be completed on paper, in a jotter, on a computer, iPad, or online, as instructed by the class teacher.

## Frequency of Homework

The frequency and type/form of homework will vary depending on each subject area. The amount of time spent doing homework activities each week will also vary depending on year group, subjects studied and current class work being covered.

**Junior Phase S1-S3:** 30 minutes per task (may be more than 1 task)

**Senior Phase S4-S6:** amount will vary depending on the level being studied; however pupils should expect to supplement learning with homework as the teacher/department deems appropriate.

Consideration should be given to try and ensure, wherever possible, that homework issued over school holidays should have some term-time as part of the deadline to ensure pupils can plan tasks around holidays when required.

## Effective homework should:

### Teacher responsibilities

- Be given with enough time to be completed properly, with a clear deadline
- Be purposeful and useful
- Be level and ability appropriate
- Challenge thinking and encourage independent learning
- Be varied, allowing for personalisation and choice, where possible
- Support preparation for assessments, where appropriate
- Be marked as appropriate, and feedback offered, promptly (feedback may include written/verbal/online comments)
- Be recorded and concerns discussed with CL, PSL, Sfl and parent/carer as appropriate
- Use iPad resources as appropriate and inform pupils when work is put up on sites such as Edmodo (S4-6 only)

### Pupil & Parent/Carer responsibilities

- Be noted in a planner S1-S3 and on iPad S4-S6
- Be well planned and presented
- Be returned on time having been checked by a parent/carer
- Demonstrate a good understanding of the homework task
- Be fully completed
- Pupils should seek help, if necessary, from peers/teachers etc. *before* due date

## How can parents/carers help?

- Provide a quiet place for your child to work
- Check your child's planner/iPad to see if they have any homework due
- Help your child plan his/her time to complete homework
- Check over completed homework before it is submitted
- Ask your child what feedback they got about their homework
- Contact your child's Pupil Support Leader, in the first instance, if you have any concerns

## What the school does to help?

- Makes planners available for pupils to note their homework in if they do not have a school issued iPad
- Provides support with homework tasks
- Gives clear instructions on completing tasks
- Allows enough time for completion and submission – pupils should be given more than 1 day's notice for 'substantial' pieces of homework
- The library is open for pupils to use if they need a space to work during lunch time
- Staffed Homework Club provided to support pupils with their homework, Tuesday and Thursday after school and Wednesday lunch time which pupils can attend voluntarily or may be referred to (see non-completion of homework section)
- Inform parents (via reporting cycles, letters or direct contact) of

## Non completion of homework

From time to time pupils may fail to meet deadlines for the submission of homework due to a number of mitigating circumstances. In these situations we will use a variety of strategies which may include:

- Extension to deadline
- Use of Additional Support Need strategies as appropriate
- Discussion with pupil regarding expectations
- Involvement of Curriculum Leader/Pupil Support Leader/Support for Learning department to support as appropriate
- After school/lunchtime support offered
- Referral to Homework Club – this will generate contact home so that parents/carers are aware of the outstanding homework and also the date the pupil will be attending Homework Club (if pupils hand homework in which is deemed acceptable by the teacher prior to Homework Club, then they need not attend)
- If a pupil does not attend Homework Club then they will meet with the DHT/Pupil Support Leader who will contact parents/carers to work together to create a plan to support the young person to engage with homework.

Please note that homework isn't meant to be a burden; it is to promote good learning outside of school and an enquiring mind which will stand our young people in good stead for the future. If you have any concerns regarding homework, please contact your child's Pupil Support Leader in the first instance to discuss it further.

## Supported Homework Club

This runs every Tuesday and Thursday from 3.40 – 4.30 in Computing Room 2. This ensures that pupils have access to ICT facilities and staff support when completing homework. Pupils can attend this voluntarily or may be referred by their teachers. Reasons for referral may include:

- Non-completion of a piece of homework
- Non-completion of homework on several occasions warranting a sustained level of support for an identified period of time (e.g. 4 weeks) as agreed with pupils, parents/carers
- Concerns raised about homework via the tracking reports (3s or 4s) warranting a sustained level of support for an identified period of time (e.g. 4 weeks)

Pupils who complete homework to a satisfactory standard prior to their attendance at Homework Club no longer need to attend, although they are welcome to come and work on other homework. Once pupils have completed their homework to a standard deemed satisfactory by the supervising teacher, they are free to leave and need not stay for the full 50 minutes.

## Equalities

We are aware that there are a number of factors which may impact on the ability of young people to complete homework.

Careful consideration of any barriers to participation should be given by teachers when setting/encouraging independent out of school learning in its various forms: traditional homework tasks, research, library visits, cultural activities, even personal reading.

For example, a craft activity that requires children to make an object that relates to in-class learning may require paper, scissors, glue, colouring pens - none of which a family living in poverty is likely to have in great supply, if at all.

Teachers should bear these factors in mind when giving feedback on what pupils have/have not done at home and when they fail to meet deadlines for the submission of homework, support strategies should be considered as outlined in the 'non-completion of homework section' of the homework policy.

## Accounting S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<b>Accounting</b>				
Computational Exercises	Weekly	Marked and graded	In accounting it is imperative that candidates know where the marks are awarded and to realise where consequentiality occurs	All year
Theory Exercises	Weekly	Marked and written comment provided		All year
Complete exercise started in class for next block	Weekly	Checked for completion and peer assessed as we go over the solution as a group		
Reading	Ongoing	Can be observed on Scholar as tests are self marked on Scholar		
Revision	Before unit assessments/unit tests	Pass/Resit marked with number of errors as per marking instructions in order to show minimum competency has been achieved and in line with internal verification requirements issued by SQA	Use Scholar – extremely useful for candidates especially if they have not studied at Nat 5 level	All year

## Art S1-S3 Junior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>
<b>Practical research</b> Collect images for practical work	c. 1/ month	recorded verbal feedback	Although pupils often work from images on their phone, larger images are often needed.
<b>Critical research</b> Finish comments on artists/designers	c. 1/ month, more often in S3	recorded written feedback	Pupils are expected to work from headings given and research at home
<b>Design work</b> Come up with names of shops, design logos, think of possibilities	once a week during design work	recorded verbal feedback	This gives pupils more time to consider different ideas
<b>Visual Elements</b> Do an extension drawing on 1 visual element done in class	c. 1/ month during Visual Elements unit or more often during S3 Drawing Unit	recorded written feedback	Important to re-inforce learning done in class.

## Art S4-S6 Senior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>
<b>Practical research</b> Collect images for practical work	At start of Expressive and Design Unit work	recorded verbal feedback	Large good quality images are needed, to work from
<b>Critical research</b> Comments on artists/designers and their work	During Critical Unit work, and for final essays (Aug-Sept, Nov-Dec)	recorded written feedback	Approx. half of written work is done at home
<b>Design work</b> Come up with names of shops, design logos, think and draw design possibilities, do 3D experiments	2-3 hours a week during Design topic	recorded verbal and written feedback	Pupils can work in the department after school as well as at home
<b>Expressive work</b> Do black and white drawings and compositions, sometimes colour studies	2-3 hours a week during Expressive topic	recorded verbal written feedback	Pupils can work in the department after school as well as at home

## Business S1-S3 Junior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
S2 – topics  Research and Marketing, International trade  Cash Budgets  Proof Reading	One piece of work per topic.	Class discussions on research findings  Cash budgets teacher marked with some comment followed by class discussion  Level of accuracy. Teacher marked, feedback to class with class discussion		Set as progressing through unit.

## Business S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p><b>Business Management</b></p> <p>Set pieces – usually past paper type questions</p> <p>Preparation for Assignment</p> <p>Classwork tasks to complete</p> <p>Own consolidation of notes and work done in class</p> <p>Reading newspapers and watching news, business programmes</p>	<p>Set blocks of time over the year</p> <p>Block of time November - March</p> <p>Usually once every couple of weeks</p> <p>Continuous</p> <p>Continuous</p>	<p>Teacher marked</p> <p>Some help and advice given</p> <p>Teacher marked</p>	<p>Constructive comments to improve answers</p> <p>Some help and advice given</p> <p>Constructive comments to improve answers</p>	<p>varies</p> <p>June</p> <p>February and March</p> <p>Skeleton outline by December</p> <p>Final submission beg March</p> <p>varies</p> <p>Continuous</p> <p>Continuous</p>

## Computing S1-S3 Junior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p>S1 No home work is specifically set unless an area of discussion has taken place in IT following an event in the news or a learner has brought up. All software used within the course is free for learners to download and use at home to enrich their learning, or learners can come to department at lunch time and carry out any work they want to.</p>		<p>Teachers will support any learner who chooses to carry out extra work in the area they are interested in.</p>		<p>Not set</p>
<p>S2 Consolidation of key sections in topic areas</p>	<p>Around twice a month (or when felt necessary)</p>	<p>Verbal and written</p>	<p>This is individual homework that will be set on the key areas covered in class to consolidate understanding</p>	<p>All year</p>
<p>S3 Consolidation of key sections in topic areas</p>	<p>Around twice a month (or when felt necessary)</p>	<p>Verbal and written</p>	<p>This is individual homework that will be set on the key areas covered in class to consolidate understanding</p>	<p>All year</p>

## Computing S1-S3 Junior Phase continued

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p>All Junior phase</p> <p>Accessing Office365</p>	<p>Once a year assigned but learners should be accessing throughout the year for all subjects to allow email and one drive access.</p> <p>All learners access to Msword, Ms Excel, MsPower point and Ms notes</p>	<p>Verbal</p>		
<p>Research</p>	<p>Around once a year</p>	<p>Written and Verbal</p>	<p>Small research project based on different concepts of the course (e.g. hardware, Virgin Money)</p> <p>Their research can be presented in any way e.g. mind map, poster or PowerPoint to encourage use of office365.</p>	

## Computing S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
Consolidation of key sections of topic areas	At least once a week	Verbal and Written	<p>This is individual homework that will be set on the key areas covered in class that week to consolidate understanding.</p> <p>This can be programming exercises, creating databases, creating websites, reading information from itunesU or Edmodo, producing a written report, answering questions, online learning to develop skills in programming. Learning definitions.</p>	All year

## CDT S1 – S3 Junior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p><b>S1 – S2</b> Homework is set by individual class teachers based on the project the class is working on.</p> <p><b>S3</b> Ongoing folio work, sketching theory questions, research or design activities.</p>	<p>Every 2 weeks</p> <p>Every 2 weeks</p>	<p>Verbal and Written, class discussion</p> <p>Verbal and Written, class discussion. Will link to target setting if required for pupils.</p>	<p>Homework may be to consolidate learning in class or to complete folio work. Access to a set of coloured pencils is recommended. Pupils are free to use resources in the department at lunchtimes.</p> <p>Homework is based on theory elements of course and should be completed in jotters.</p> <p>All pupils are expected to spend time each week ensuring their folio work is up to date.</p> <p>The department is open at lunchtimes to support pupils, in discussion with class teachers.</p>	<p>All year</p> <p>Project/folio deadlines are given throughout the year which pupils must adhere to.</p>

## CDT S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p><b>Nat 5/ Higher / AH Graphic Communication</b></p> <p>Pupils are expected to independently and pro-actively work on folio pieces both manual and digital, in their own time. Consolidating skills out-with class time is highly recommended to achieve in Graphics.</p> <p>Homework questions are tailored to support consolidation of theory elements of the SQA exam.</p> <p>Catch up on absent lessons. If a pupil is absent they should ensure they write up notes, collect questions and spend time staying up to date with work missed.</p>	<p>On-going – 1 – 3 hours folio work per week, dependent on level of study.</p> <p>30 minutes per week</p>	<p>Verbal and Written, class discussion. Teacher annotations and detailed feedback on folio pieces.</p>	<p>All CDT teachers support an open door policy where pupils are welcome to study at lunchtime and use our resources.</p> <p>Free copies of our 3D modelling software are available to install at home and offers flexibility to students to work at home.</p> <p>Heavily discounted versions of our DTP software are available. See department for details.</p>	<p>Unit evidence completed before Christmas.</p> <p>February to Easter – Working on Course Assessment Task which is worth 50% of final grade.</p>

## CDT S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p><b>Nat 5/ Higher Design &amp; Manufacture</b></p> <p>Pupils are expected to independently and pro-actively work on folio and practical work in their own time. Consolidating skills out-with class time is highly recommended to achieve in Design and Manufacture.</p> <p>Homework questions are tailored to support consolidation of theory elements of the SQA exam.</p> <p>Catch up on absent lessons. If a pupil is absent they should ensure they write up notes, collect questions and spend time staying up to date with work missed.</p>	<p>On-going – 1 – 2 hours folio work per week, dependent on level of study.</p> <p>30 minutes per week</p>	<p>Verbal and Written, class discussion. Teacher annotations and detailed feedback on folio pieces.</p>	<p>All CDT teachers support an open door policy where pupils are welcome to study at lunchtime and use our resources.</p> <p>In particular CDT teachers offer time after school to use our workshops, allowing pupils to make a specialist item at National 5 level.</p>	<p>Unit evidence completed before Christmas/Feb holiday</p> <p>February to Easter – Working on Course Assessment Task which is worth 50 - 60% of final grade.</p>

## CDT S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p><b>Practical Woodworking Nat 5</b></p> <p>No set homework, course is practical in nature.</p>			<p>All CDT teachers support an open door policy where pupils are welcome to study at lunchtime and use our resources.</p> <p>In particular CDT teachers offer time after school to use our workshops, allowing pupils to go above the required standard at national 5 and develop skills and a mentality suited to gaining employment in a practical industry.</p>	<p>Unit evidence completed before Christmas.</p> <p>February to Easter – Working on Course Assessment Task which is worth 50% of final grade.</p>

## Drama S1-S3 Junior Phase

Drama is mostly a Practical Activity in S2.

Written work will relate to practical activity.

Pupils will be required to think about their drama and the characters they are creating between classes

There are 2 separate rotas of drama in S2

## Drama S4-S6 Senior Phase

### **Written Homework**

Rehearsal logs, diary, character cards, research evidence, essay practice, script writing

### **Practical Homework**

Rehearsal, sourcing of costume, props, cue sheets, learning lines

### **Frequency**

Homework will be ongoing dependant on which unit is being worked on and / or presented

### **Resources**

Pupils are able to book rehearsal time during lunchtimes and some days after school.

## English S1-S3 Junior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p>Type of activity will depend on what a class is studying and which type of work is appropriate to that set.</p> <p><b>Tasks may include:</b></p> <p><u>Reading</u> – personal reading of fiction and non-fiction texts, note-making and research tasks.</p> <p><u>Language skills</u> – spelling, punctuation, close reading.</p> <p><u>Talking</u> – preparing solo talks</p> <p><u>Listening and Watching</u> – study of media through looking at news, programme, YouTube clip</p> <p>Writing – completing a range of written tasks or redrafting work.</p>	<p>Personal reading should be frequent – at least 15 minutes per day.</p> <p>Pupils may be expected to complete tasks at home every 1-2 weeks, depending on their class set.</p>	<p>Written and/or verbal where appropriate.</p> <p>Peer and self-assessment.</p>	<p>Over the course of the year, pupils will produce:</p> <p>At least 1 solo talk</p> <p>At least 2 critical essays</p> <p>1 imaginative piece of writing</p> <p>1 personal piece of writing</p> <p>1 non-fiction piece of writing.</p> <p>Pupils will also study novels, poems, drama and media texts: homework tasks will be set for these at the discretion of the class teacher.</p>	<p>Dependent upon class and set.</p> <p>Each term, classes will produce:</p> <p>1 critical essay</p> <p>1 piece of extended writing</p> <p>Either a solo talk or participation in group discussion.</p>

## English S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p>Type of activity will depend on what a class is studying and which type of work is appropriate to that set.</p> <p><b>Tasks may include:</b></p> <p><u>Reading</u> – Reading of class texts (including set texts), notemaking on plot / character / key aspects. Reading of non fiction texts, notemaking and research tasks.</p> <p><u>Language skills</u> – Close reading work, sample questions to develop specific skills, past paper questions.</p> <p><u>Talking</u> – researching and preparing solo talks</p> <p><u>Listening and Watching</u> – study of media through looking at news, programme, YouTube clip</p> <p><u>Writing</u> – completing a range of written tasks or redrafting work in preparation for folio.</p>	<p>Depends on level. National 4 candidates will have small tasks issued regularly.</p> <p>National 5, Higher and AH candidates will have work issued each week. The time this takes will increase in line with presentation level.</p>	<p>Written and/or verbal where appropriate. Peer and self-assessment.</p>	<p>All pupils are issued with key dates and deadlines at the outset of the courses. These cover all internal assessments and include re-sit deadlines.</p> <p>This information is also made available to parents online via the school website.</p>	<p><u>National 4 AVUs</u> completed by May</p> <p><u>National 5 / Higher Close Reading Outcomes</u> completed by November</p> <p><u>National 5 / Higher Listening Outcomes</u> completed by December</p> <p><u>National 5 Talk Outcome</u> completed by December</p> <p><u>Higher Talk Outcome</u> completed by February</p> <p><u>AH Unit 1</u> completed by December</p> <p><u>AH Unit 2</u> completed by May</p> <p><u>National 5 Folios, Higher Folios and Advanced Higher dissertations</u> completed by late March (varies depending on Easter holiday)</p> <p><u>AH Folios</u> due on day of AH exam (May)</p>

## Geography S1-S3 Junior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>	<b>Key dates (Approx.)</b>
Research, answering questions, writing reports, writing essays, preparing for debates and presentations.	Regularly in S1 and S2, becoming more frequent in S3.	Written and/or verbal where appropriate. Peer and self-assessment.		

## Geography S4-S6 Senior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>	<b>Key dates (Approx.)</b>
Research, answering questions, writing reports, extended writing, preparing for debates and presentations, completing source and diagram based work. Preparing for AVU work. Revision.	Regularly – expectation that pupils will be spending 3-4 hours over the course of the week on their studies at home – more if they are studying at AH level. This will sometimes consist of reading to reinforce the subject matter in class.	Written and/or verbal where appropriate. Peer and self-assessment.		Please see website for course outline

## History S1-S3 Junior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>	<b>Key dates (Approx.)</b>
Research, answering questions, writing reports, writing essays, preparing for debates and presentations.	Regularly in S1 and S2, becoming more frequent in S3.	Written and/or verbal where appropriate. Peer and self-assessment.		

## History S4-S6 Senior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>	<b>Key dates (Approx.)</b>
Research, answering questions, writing reports, writing essays, preparing for debates and presentations, completing source and document based work. Preparing for AVU work. Revision.	Regularly – expectation that pupils will be spending 3-4 hours over the course of the week on their studies at home – more if they are studying at AH level. This will sometimes consist of reading to reinforce the subject matter in class.	Written and/or verbal where appropriate. Peer and self-assessment.		National 4/5 AVUs usually completed by Christmas of S4. Higher AVUs usually completed Jan – Easter of S5/6. However, these dates may change depending upon the class.

## Home Economics S1-S3 Junior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
S1 & 2	Throughout the year	<p>Practical</p> <p>Written</p>	<p>Encouraged to engage in practical homework i.e. help out at home with cooking/baking</p> <p>4x specific homework's throughout the year. At end of units.</p>	<p>Throughout the year.</p> <p>Sep/Dec/Feb/May</p>
S3 Elective (3 blocks per week)	Throughout the year	<p>Practical</p> <p>Research</p>	<p>Students encouraged to consolidate basic kitchen skills at home. Encouraged to cook/bake and extend skills that have been introduced in class.</p> <p>Students have to do personalised research for upcoming projects. This happens at various points throughout the year.</p>	<p>Key points- Halloween, Christmas, Easter</p>

## Home Economics S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
S4 Health & Food Technology	Once every two weeks	Written Research	<p>Re-inforce knowledge throughout the course. Essay style/mind maps/ICT tasks &amp; Edmodo submissions.</p> <p>Hyperlinks provided for you-tube subject specific information/documentaries.</p> <p>Homework has no set day. Dependant on student progression and stage of course. 1 week turn around.</p>	Jan/Feb- extra homework around exam style questions.
S5/6- Higher Health & Food Technology	Once every week	Written Research	<p>Re-inforce knowledge throughout course. Essay style/mind maps/ICT tasks &amp; Edmodo submissions.</p> <p>Hyperlinks provided for you tube subject specific information/documentaries.</p>	Jan/Feb- extra homework.
S4/5/6- N4/5 Hospitality	<p>Once every week (practical)</p> <p>Completion of written tasks that haven't been done in class</p> <p>Throughout the year</p>	<p>Practical</p> <p>Written</p> <p>Research</p>	<p>Encouraged to replicate dishes each week. Provided with recipes to help with this.</p> <p>E.g. seasonality. Spring/Summer/Autumn/Winter- dishes that reflect the seasons.</p>	Throughout year. Extra prep before prelim and before final practical exam.

## Maths S1-S3 Junior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p>Various tasks may be assigned. These may include but are not limited to:            Set questions from textbook exercise with practice of content covered in class; Worksheet with practice of content covered in class; Revision material for upcoming assessment; Statistical projects; Online quizzes issued via Edmodo.</p>	<p>In S1-3 homework in maths is usually set regularly but the tasks are short and expected to be done very soon after the lesson when the task was set.</p> <p>In S2 and S3 it may be possible for longer tasks to be assigned, a longer time period will be given for tasks of this nature.</p>	<p>Usually verbal and in class time but may be done online or marked on occasions.</p>		

## Maths S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
<p>Various tasks may be assigned. These may include but are not limited to:            Set questions from textbook exercise with practice of content covered in class;            Worksheet with practice of content covered in class; Revision material for upcoming assessment; Statistical projects; Online quizzes issued via Edmodo; Longer pieces of hand-in homework.</p>	<p>In S4-6 homework in maths includes regular homework practicing skills delivered in class time. This homework is frequent, shorter and required to be done soon after the lesson it is set.</p> <p>Often longer “hand-in homework” tasks are assigned, a longer time period will be given for tasks of this nature.</p>	<p>Usually verbal and in class time but may be done online or marked on occasions.</p>		

## Modern Languages S1-S3 Junior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>	<b>Key dates (Approx.)</b>
<p>S1 Vocabulary and grammar learning Copy out vocabulary</p> <p>Reading/Listening/Writing/Speaking Prep/Research/Online revision</p>	<p>Every week</p> <p>Every week</p>	<p>Post-vocabulary tests</p> <p>Written and verbal feedback.</p>	<p>Grades recorded.</p> <p>Grade/progress recorded.</p>	<p>Assessments at end of every unit.</p>
<p>S2 Vocabulary and grammar learning Copy out vocabulary</p> <p>Reading/Listening/Writing/Speaking Prep/Research/Online revision</p>	<p>Every week</p> <p>Every week</p>	<p>Post-vocabulary tests</p> <p>Written and verbal feedback.</p>	<p>Grades recorded.</p> <p>Grade/progress recorded.</p>	<p>Assessments at end of every unit.</p>
<p>S3 Vocabulary and grammar learning Copy out vocabulary</p> <p>Reading/Listening/Writing/Speaking Prep/Research/Online revision</p>	<p>Every week</p> <p>Every week</p>	<p>Post-vocabulary tests</p> <p>Written and verbal feedback.</p>	<p>Grades recorded.</p> <p>Grade/progress recorded.</p>	<p>Assessments at end of every unit.</p>

## Modern Languages S4-S6 Senior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>	<b>Key dates (Approx.)</b>
<p>S4 Vocabulary and grammar learning Copy out vocabulary</p> <p>Reading/Listening/Writing/Speaking Prep/Research/Online revision (Scholar/SQA/Languagesonline)</p>	<p>Every week</p> <p>Every week</p>	<p>Post-vocabulary tests</p> <p>Written and verbal feedback.</p>	<p>Grades recorded.</p> <p>Grade/progress recorded.</p>	<p>Assessments at end of every unit.</p>
<p>S5 Vocabulary and grammar learning Copy out vocabulary</p> <p>Reading/Listening/Writing/Speaking Prep/Research/Online revision</p>	<p>Every week</p> <p>Every week</p>	<p>Post-vocabulary tests</p> <p>Written and verbal feedback.</p>	<p>Grades recorded.</p> <p>Grade/progress recorded.</p>	<p>Assessments at end of every unit.</p>
<p>S6 Vocabulary and grammar learning</p> <p>Reading/Listening/Writing/Speaking Prep/Research/Online revision</p>	<p>Every week</p> <p>Every week</p>	<p>Written and verbal feedback.</p>	<p>Grade/progress recorded.</p>	<p>Assessments at end of every unit.</p>

## Modern Studies S1-S3 Junior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>	<b>Key dates (Approx.)</b>
Research, answering questions, writing reports, writing essays, preparing for debates and presentations.	Weekly in S1 and S2, becoming more frequent in S3.	Written and/or verbal where appropriate. Peer and self-assessment.		

## Modern Studies S4-S6 Senior Phase

<b>Type of homework activity</b>	<b>Frequency</b>	<b>Feedback</b>	<b>Comments</b>	<b>Key dates (Approx.)</b>
Research, answering questions, writing reports, writing essays, preparing for debates and presentations, completing source and document based work. Preparing for AVU work. Revision.	Every lesson – expectation that pupils will be spending 3-4 hours over the course of the week on their studies at home – more if they are studying at AH level.	Written and/or verbal where appropriate. Peer and self-assessment.		National 4/5 AVUs usually completed by Christmas of S4. Higher AVUs usually completed Jan – Easter of S5/6. However, these dates may change depending upon the class.

## Music S1-S3 Junior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
S1/S2/S3 Literacy Sheets	Around twice a month	Recorded Written feedback	Issued during times when literacy and/or composition is being focussed on in class (particularly in S1/S2) and therefore may not be issued on a continuous basis.	
S2 Research Project	Once a year	Recorded Written feedback	A small scale research project based on a band of their choosing. Their research can be presented in any way for example a PowerPoint, a mind map, a poster.	
S3 Research Project	Up to three times a year	Recorded Written feedback	Small scale research projects based on the origins of styles of music being studied in class e.g. Jazz, Scottish. Their research can be presented in any way for example a PowerPoint, a mind map, a poster.	
S3 Instrumental Practise	Every day at least 15mins on each instrument.	Verbal	More time may need to be spent on independent practise in the run up to assessments.	

## Music S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
Instrumental Practise	Every day at least 20mins on each instrument.	Verbal	This must be done independently and will not normally be set as formal homework. More time may need to be spent on independent practise in the run up to assessments. This is the main form of homework for National 3 – Adv. Higher	
Consolidation of Understanding Music concepts	At least once a week	Verbal	This must be done independently and will not normally be set as formal homework. Pupils could use <a href="http://www.educationscotland.gov.uk/nqmusic">www.educationscotland.gov.uk/nqmusic</a> as a method for revision.	
Literacy Sheets	Around twice a month	Recorded Written feedback		
Research Project	At least once a year	Recorded Written feedback	Larger scale research projects based on the social and cultural influences of styles of music being studied in class eg Baroque, Minimalist. Their research can be presented in any way for example a PowerPoint, a mind map, a poster.	

## Physical Education S1-S3 Junior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
S1/2/3	Throughout the year	Practical	Encouraged to engage in practical homework i.e. join clubs, set a challenge, take heart rates, etc.	Throughout the year.
S2	Once/twice a year	Written	Students have to plan a small leadership session. Lead a group through a warm up and development task. Student's tasks are spread throughout the year.	Throughout the year.
S3 Elective (3 blocks per week)	Once a month	Written	<p>Students complete homework tasks depending on the unit rotation (around 10);</p> <ul style="list-style-type: none"> <li>- Get Fit</li> <li>- Get Tactical</li> <li>- Get Composing</li> <li>- Get Skilful</li> <li>- Get Leading</li> </ul> <p>Students prepare for end of unit assessments for each area.</p>	Written tests at end of each rotation of activities.

## Physical Education S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
S4/5/6	Throughout the year	Practical	Encouraged to engage in practical homework i.e. join clubs, set a challenge, take heart rates, etc.	Throughout the year.
S4 Nat 4/5	Once every two weeks	Written	Homework's focus on Physical, Mental, Social & Emotional Factors of PE. Homework's are used to assist in Unit assessments and to consolidate knowledge.	Throughout the year.
Higher	Once per week	Written	Homework's are distributed every week with a one week turn around. Homework's consolidate key content covered throughout the practical sessions in the week as well as preparation for upcoming assessments.	Throughout the year.

## RMPS S1-S3 Junior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
Research, answering questions, writing reports, writing essays, preparing for debates and presentations.	Regularly in S1 and S2, becoming more frequent in S3.	Written and/or verbal where appropriate. Peer and self-assessment.		

## RMPS/Classics S4-S6 Senior Phase

Type of homework activity	Frequency	Feedback	Comments	Key dates (Approx.)
Research, answering questions, writing essays, preparing for debates and presentations. Preparing for AVU work. Revision.	Regularly – expectation that pupils will be spending 3-4 hours over the course of the week on their studies at home. This will sometimes consist of reading to reinforce the subject matter in class.	Written and/or verbal where appropriate. Peer and self-assessment.		Please see course outline on website.

## Science Appendix

Homework can be:

- Revising work of previous lesson, making sure work is complete and noting anything you are unclear of for next lesson.
- Revising for class tests, including checking learning outcomes and noting any areas you need to revise or ask about in class.
- Doing homework exercises, and this might include doing corrections.
- Researching topics.
- Reading books related to Science or watching TV documentaries on a Science subject.
- Organising notes by subject/topic in a way that means they can be easily found.

### S1-S3 Junior Phase

In S1 and S2 pupils follow a rotation of three six-week topics between August and December. At the end of each topic there is an assessment that relies on pupils having done some research. At these times their homework will be to do some research related to and prepare for this assessment.

In December pupils work in class in an item of Topical Science or a Famous Scientist. At this time their homework will be to prepare for an exam based on the work in the previous topics.

In January pupils start a new rotation of three topics. After this there is another Topical Science / Famous Scientist item before the timetable change in early June. Again, their formal homework will be research related to, and preparation for, the assessment at the end of each topic.

In S3 pupils specialise. Since the different Science courses have topics of different lengths and each class does topics in a different order it is not possible to be specific about timings. However, it should be clear to pupils that success in Science relies on knowledge and skills learned in previous topics and, in addition to the above bullet-pointed list, looking over previous work and keeping notes on related topics together in an organised way will be helpful.

### S4-S6 Senior Phase

At this stage pupils will be working towards formal assessments and the amount of time allocated to, and level of homework increases. Again, different classes will progress through courses in a different topic order but it should be noted that if pupils are only doing homework that teachers mark, then they could be doing more to support their own learning.