



Homework in S1

Homework

This guide is designed to help you understand the homework expectations of S1 pupils in Jordanhill School.

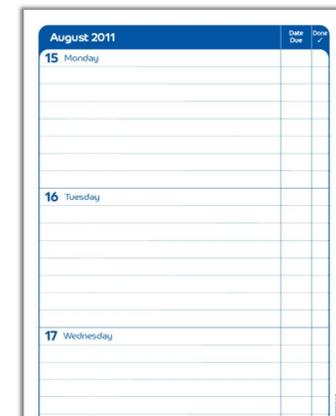
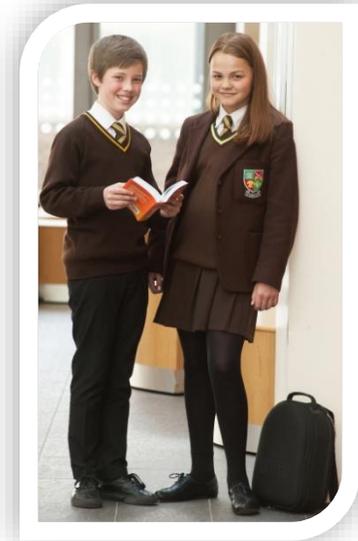
Homework is an essential element of a pupil's overall learning experience. It is intended that homework will permit pupils to

- ✓ Consolidate or enrich work done in class
- ✓ Prepare for future class work
- ✓ Take responsibility for their own learning
- ✓ Revise for assessment
- ✓ Develop habits of independent study

Homework encompasses a wide range of activities: written exercises, reading, research projects and revision. All homework is recorded in the pupil's planner.

Homework provides parents with an opportunity to take an active interest in their child's education. Parents can complement the activities in the classroom by encouraging, listening to and talking with their child.

The satisfactory completion of regular homework is a requirement of all pupils. Please check your child's homework planner regularly.



Homework Advice

The most successful students are those who consolidate their learning regularly. This means that they have homework every night! Sometimes this will take fifteen minutes, other times it will take much longer, especially if the pupil has not fully understood what was being learned or is developing his/her knowledge of more complex work. "Cramming" for tests and exams by only looking over classwork before a test might appear to work for some pupils, but it only encourages superficial learning and can make learning a stressful experience.

Help your son/daughter get into good habits by encouraging them to look over the work they did in class that day. Have they understood the classwork? If not, encourage them to use textbooks, friends, parents and the internet to help. It is good for pupils to get into the habit of trying to work things out for themselves, using available resources, rather than relying on the teacher to give them the answer. That said, pupils should not hesitate to ask for help if they have tried hard to work something out but are still not sure.

There will be times when pupils will have to plan their week nights/weekends as they learn to balance the competing demands of homework, family, friends and other activities. However, homework should not dominate family life. Parents should speak to their child's Head of House if they feel that their child is spending far too much time on homework tasks.

Throughout their time in secondary school, pupils will be asked to submit homework for self, peer or teacher marking. We have high expectations of all our pupils and we want all pupils to achieve their potential. Pupils should take their time and show pride in their homework. If a teacher asks a pupil to re-submit a piece of homework, it is probably because the teacher knows that the pupil can do much better. Before you sign your child's homework planner, please have a look at the homework they are submitting and check that it represents their best work.

Planning for homework in S1

The following tables illustrate the typical homework that S1 pupils can expect from their subjects. Of course, teachers will react to their pupils' needs and will not always follow a prescriptive pattern of homework. Sometimes they will issue additional homework; at other times they will not issue a particular piece of homework due to a clash with another school event or if they feel that the pupils could learn better by an alternative method. As a general rule, a maximum of 1 hour per night over 5 nights should be enough time to tackle S1 homework. This will, of course, vary from week to week depending on the nature of the classwork being studied. It is also worth noting that ICT tasks can be tackled in school using the computers available in the school.

S1 Subject	Routine homework examples	How often is routine hw issued and how long should it take to complete?	Projects	Comments/Advice for pupils
Art	<p>Analytical, observational drawing.</p> <p>Design problem solving - design ideas.</p> <p>Research into Artists and Designers.</p> <p>Written, critical work on Art and Design.</p>	<p>About once per fortnight Longer than 1 hour</p>	<p>Completion of name tags. (1 hour-August)</p> <p>The Big Squeeze Booklet Continuation of written work.</p> <p>Clay Product Design Unit. (1 hour-Sept/Oct) Tonal study of Blossfeldt plant photograph. Colour pencil study of Micro photo of plant cells. Development drawings of idea for clay vessel based on plant drawings.</p> <p>Portrait Project (1 hour-Oct/Nov) Studies of facial features & expressions. Written review of a portrait by a famous artist. Portrait of a family member in the style of their chosen artist. Childhood memories collage. Word Process Portrait written work.</p>	<p>The success of the class projects relies on the quality of the work done at home, as much of this work is used for investigation in the Design and Expressive class work. If pupils need advice or help with homework, or if they need to access certain materials, they can come to the Art department at lunch break.</p>
BECSIT	<p>A homework book with short response theory-type questions is issued.</p>	<p>About once per fortnight Up to 20 minutes</p>	<p>NA</p>	<p>Homework focuses on the theory aspect of the course and not the practical (this is covered fully in class). Pupils must learn to recognise the theoretical elements of the course and appreciate that theory is assessed in equal part to practical.</p>
Drama	<p>Drama diary entry including description of drama activity and general comment.</p>	<p>About once per week 5mins</p>	<p>NA</p>	<p>Pupils should make sure their diary is updated when appropriate. There will be opportunities in class time to check diary entries are up to date and any additional material added.</p>
English	<p>Close Reading; Spelling; Vocabulary; Completing Writing-drafting/ self-editing and redrafting; Personal Reading-pupils are required to read one book per month.</p>	<p>About once per week 20-40minutes</p>	<p>Advertising project takes place in May. Pupils are required to work collaboratively and independently; researching and completing tasks at home.</p>	<p>Pupil must meet the requirement of one personal reading book per month in addition to homework issued by the class teacher.</p>

<p>French</p>	<p>Learning vocabulary and grammar: every night 8-10 words or structures (3 times a week).</p> <p>Writing sentences to apply new vocabulary (at least once a week)</p> <p>Formal reading task at the end of each unit.</p>	<p>Every lesson Up to 30 minutes per week</p> <p>Vocabulary test approx. once every 2/3 weeks</p>	<p>January- Maison magnifique - Pupils are estate agents for one week. They design a leaflet to advertise a property in their French speaking country. Pupils get 1 week to produce the piece. They get it back with mistakes highlighted and general feedback given. They then get another week to make changes to the project and hand it back to their teacher.</p> <p>February - weather project Group work - most of it is completed in class but pupils may have to gather some weather information about their country at home</p>	<p>PLEASE ENSURE PUPILS HAVE ACCESS TO A BILINGUAL DICTIONARY AT HOME FROM S1</p> <p>Pupils should learn the vocabulary on a regular basis; they should not wait to the vocabulary test to start memorising.</p> <p>Use cue cards for visual learners: one side French/one side English.</p> <p>Maison magnifique: Do not copy information from the internet and do not use Google translate. Only use structures we have seen in class and if you are going to look up words of vocabulary, please use a dictionary.</p>
<p>Geography</p>	<p>Work completed at home, if not completed in class time.</p> <p>Preparation and revision for assessments.</p> <p>Short tasks specific to the topic being studied – research based and consolidation</p>	<p>Up to 20 minutes per week</p>	<p>Mt Everest Fact Sheet – September/October 2 weeks to complete and would expect it to take about 3 -4 hours.</p> <p>Weather project - November/December 2 weeks to record the weather for 7 consecutive days. Pupils should also make a rain gauge. Table of results handed in for checking. This should take about 20 minutes a night. Given a further 2 weeks to analyse the results. It should be presented in booklet format and we would expect about 8 pages of results. I would expect pupils to spend up to 6 hours on this task - depends on the detail that they put in.</p> <p>Our Geography – January/February Pupils are given 2 weeks to decide on a Geographical topic that they want to research and present to the class. They can use PowerPoint but they should aim to talk for 3 mins and should use prompts rather than reading from script/board. The time it takes will again depend on what they want to research and the effort that is put in. Minimum of 4 hours work.</p> <p>Bushfires Article - May 2 weeks to re-draft an article that they have written in class. Should be green-pen edited and word processed with relevant diagrams/maps. 3 hours to complete.</p>	<p>Regular revision is essential for success.</p> <p>Pupils are always given a detailed summary of the homework task and this is also posted on O365. O365 gives deadlines too so parents can check if planner is not completed properly</p>

History	problem-solving questions, skills development, research, note taking, higher order thinking skills, group collaboration.	About once per week 20-40 minutes	<p>The following are key assignments and help us track the progress in of each child in History:</p> <p>S1 100 Objects Community Event September/October: Individual and group collaboration 3 hours max. Work spread over 2 weeks.</p> <p>Castles Comparison – analysing and comparing medieval castles in Scotland and Japan. Internet research, completion of planning template leading to summative extended response. November/December 3 hours max. Spread over 2 weeks and supported by class time</p> <p>John Balliol Challenge. 2-stage active learning group work. a) ‘Medieval Take Me Out’ – scripts, costumes, rehearsals b) Whole class challenge analysing the life and reign of John Balliol, 1-2 hours’ individual research and preparation supported by class time. Spread over 2 weeks. January/February.</p> <p>Trial and execution of William Wallace. Group task - drama role play/individual performance. 1-hour research and rehearsal. March. 1 week.</p> <p>The Dark Side of Bruce: Extended response analysing the reign and historical significance of Robert the Bruce. May. 1 hour max.</p>	<p>Please write answers in full sentences. Give reasons for your answers.</p> <p>Please start homework before the due date so that the class teacher can offer support if needed.</p>
Home Economics	Homework is restricted to additional chosen skills (e.g. sewing pupil chooses to do at home) revision tasks for assessment towards the end of each unit.	Pupils are asked to complete a pupil profile at the start of S1	NA	Advice may be given to practice practical preparatory cookery/sewing skills at home to help proficiency and confidence.
Maths	<p>Pupils usually have daily homework which is no more than 20 minutes long. This may be from a textbook, on Sumdog or research for a new topic.</p> <p>Pupils also receive a formal end of topic homework and are given approximately 1 week to complete this.</p>	<p>Daily Homework: Up to 20 minutes</p> <p>Formal Homework: Up to 30 minutes</p>	NA	<p>Always read over each day's learning and use revision packs from O365 to practice prior learning.</p> <p>Ask your teacher for help in advance of the submission date if you are stuck with your formal homework.</p> <p>If you are unable to complete daily or formal homework a note in your planner or jotter is required from a parent.</p>

Music	Instrumental practice Theory exercises.	10 – 20 minutes. Aim for 5 practice sessions per week. One or two per term. 15 minutes each.	NA	For instrumental practice, it has to be regular and consistent. Break down pieces into smaller sections. SLOW practice does work.
PE	A challenge booklet is used over the course of S1 with a series of short tasks to be completed in class and at home.	About once per month 20-40minutes		Read questions / tasks carefully. Complete all tasks. The research tasks requires more attention. Ensure homework is checked and signed by a parent.
RME	Research, personal reflection, art and craft activities, note taking	About once per week Up to 20 minutes	On-going portfolio work for pupils choosing to work towards the SQA Award in Religious Beliefs or developing their CfE H & W skills. Most of this work will take place in class time.	Please try to keep up-to-date with news and current affairs. This knowledge can help support discussion and debate about the role and impact of religions.
Science	Completion and review of class notes on a nightly basis as well as completion of questions based on the current topic.	Up to 3 times per week Up to 20 minutes per week	Pupils will also follow a number of STEM and career based homework activities which are embedded into the topic covered within the course material. Following course completion, there is the opportunity for a Topical science project which will involve research and presentation skills.	Keep up to date with all class notes and embedded homework tasks. Follow science stories in the news and consider the impact of scientists in the world around us.