

Policy Title:	Homework Policy	
Date of Issue:	05/11/2018	
Date of Review:	01/09/2019	
Author & Role	K.Linde / L.Melling	
Ratified by:	Governors Policy Committee	
Responsible signatory:	W Blundell	M Maher
Date of signature:	05.11.2018	05.11.2018
Outcome:	<p>This Policy:</p> <p>Is designed to help colleagues understand their roles and responsibilities when setting homework. Homework should endeavour to compliment, consolidate and reinforce the learning that takes place within the classroom.</p>	
Cross Reference:	Marking and Feedback Policy	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Astley Park School

Homework Policy

Philosophy

At Astley Park we believe homework should endeavour to compliment, consolidate and reinforce the learning that takes place within the classroom.

For the purpose of this policy, "homework", is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. Whatever the activity, homework should be an enjoyable and rewarding experience that does not place pressure on the student or the family.

Aims

- To ensure progression towards independence and individual responsibility.
- To enhance the quality of learning experience offered to pupils.
- To encourage family learning and thereby promote pupils' positive attitude to learning.
- To involve parents/carers in their child's learning and promote enjoyable family learning experiences.
- To help parents/carers understand the level their child is working at.
- To give an opportunity for the child to share with an adult, parent or carer what they are learning.
- To develop an effective partnership between school and parents/carers.
- To allow pupils to generalise skills in a different context/setting.
- To ensure the needs of the individual pupil are taken into account.

Principles

Homework should:

- Have a clear focus and time guidance.
- Have plenty of opportunities to succeed.
- Develop a range of skills across the curriculum including those identified as part of a pupils Personalised Outcomes Plan.
- Be manageable for teachers, parents/carers and pupils.

The amount of Homework

This will vary according to the needs of the individual and family circumstances. Varying levels of support will be required to support the family in facilitating the learning process. Parents are encouraged to discuss such issues with the class teacher in order for an agreement to be reached.

Parental support for Homework

The Government has set out its expectations of the role of parents in supporting homework. They are to:

- Provide the student with a reasonably peaceful, suitable place in which they can do their homework.
- Make it clear to students that they value homework.
- Encourage students and praise them when they have completed their homework.
- Expect deadlines to be met and check that they are.
- Parents are expected to be supportive but should not complete their child's homework for them.
- Parents are actively encouraged to discuss homework with the school.

For pupils with more complex needs homework may involve the following:

- Discussion of behaviour strategies that can be employed in the home setting to alleviate specific difficulties.
- Use of reward programmes to reinforce and encourage students.
- The use of visual cues at home to increase communication and interaction.
- Visiting the same community resources as school to participate as a family and to generalise skills developed at school.
- Use of the same computer programmes to encourage constructive ICT skills.
- Reflecting on work completed by the student at school in the home setting, through completed work sent home.
- Using similar activities to those employed at school to enhance curriculum areas such as literacy and numeracy on a practical level.
- Development of personal hygiene skills.
- Working on the pupil's individual targets outlined in their Personal Outcomes Plan for example work on social skills, communication games and physical programmes.
- Academic workbook activities which have been initiated at school.

Monitoring of Homework Policy

The Leading Practitioners will monitor homework within classes to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating homework and is evident to have had an impact on progress during lessons.

The purpose of the Homework

- To enhance the partnership with parents or carers, involving them actively in their child's learning.

- To consolidate, generalise and reinforce skills that are worked on across the curriculum.
- To increase the child's participation in the family grouping.
- To ensure progression towards independence and individual responsibility.

How homework is planned and co-ordinated.

The emphasis will vary according to the needs of the child. Therefore, for some, homework may focus on English and Maths tasks; whereas for others it may cover playing games, finding objects for a topic or taking part in social routines. Regular reading to or with the child is encouraged when possible and may involve reading to the child or school sending home a book for the child to read to or with the parent or carer.

What activities can be set by teachers?

Short activities provide a very important opportunity for children to communicate about what they are learning to an interested adult, and to practice skills in a supportive environment. These may include:

- choosing an activity or playing simple games,
- learning spellings,
- responding to symbols at home,
- helping in the house,
- sitting to have a drink,
- reading together,
- hanging coat up,
- giving in home/school book,
- all aspects of washing and dressing, choosing appropriate clothes to wear for the day,
- Sitting with the carer for a short period of time - this may include looking at a book or hand massage as appropriate.

For some children the tasks at home provide the opportunity to develop skills of independent learning, for others it is the involvement of parents and carers in joint activities, however brief, which is most valuable in promoting learning.

Homework needs to be:

- Achievable
- A rewarding experience
- Fun!

Conclusion

A successful policy depends on a good dialogue with parents/carers. A dialogue will be fostered by communication books, sharing and learning sessions, reviews and parents' evenings. Regular bulletins to parents/carers in the form

of class blogs and shared learning through the Evidence for Learning platform are accessible.

In order for a homework policy to be effective:

1. It must complement the classroom learning.
2. Parents/carers must be involved in the learning process.
3. Progression needs to be acknowledged through feedback.
4. Relevant resources are prepared and provided.
5. Homework will be marked against the marking and feedback policy.

