



'Individual Growth, Individual People'

Head Teacher: Mrs M A Tyers

Homework Policy

Reviewed April 2020

HOMWORK POLICY

STATEMENT OF PURPOSE

Through a defined Homework Policy, Newark Orchard School will endeavour to:

- Encourage pupils to develop and apply the skills, confidence and motivation needed for independent living.
- Sustain the involvement of parents and carers in the learning process.
- Keep parents and carers informed of the work their children are doing.
- Extend school learning into the home and the wider community.
- Consolidate and extend the skills developed in school, **including life skills**.
- Support the management of external accreditation demands.

AIM

To ensure a whole school commitment to effective and appropriate practice in the use of homework.

OBJECTIVES

Through development work, departments have identified the following criteria for the effective use of homework:

- Homework tasks will always be relevant to the needs of the individual and appropriate to Key Stage.
- Priority will be given to the consolidation, reinforcement and understanding of skills in Communication, Language, Literacy and Numeracy.
- Elements of PSHE including personal, life and independence skills, are valued as appropriate tasks to undertake at home.
- Tasks should be achievable and rewarding and should not prove onerous to parents or carers.
- That there is consistency of practice.
- All homework provision will be negotiated and agreed by parents/carers, both informally and formally at **EHCP meetings**, parents' meetings or parent/teacher meetings.

MANAGEABILITY

The intrinsic value of homework activities is more important than the precise amount of time. Teachers will ensure that the amount and frequency is appropriate to the individual pupil, is acceptable to parents/carers and realistic in terms of the demands it makes upon levels of school bureaucracy. Teachers will also ensure that all homework is marked upon its return to school.

STUDENT SUPPORT FACILITIES

The school will make available the time or resources necessary for so many students to undertake homework activities in support of a particular course or programmes of study, eg **accreditation such as AQA Entry Level or Functional Skills**. This facility might, for example, include lunchtime homework clubs.

HOMEWORK

Early Years/Key Stage 1

Although there is no expectation for children in this phase to undertake homework, the class teacher may wish to encourage parents/carers to support basic programmes, eg communication, signing, language and personal self-help skills, to enhance learning experiences and enable a consistency of approach to be adopted between home and school.

Key Stage 2

Homework will be discrete and focused in support of individual learning, the development and generalisation of skills, knowledge and concepts, eg home/school reading. The direction of homework will relate to communication, language and literacy, numeracy, personal, social and health education and living skills. **Targets taken from the students' EHCP** are shared with parents and home-school diaries are sent home to encourage and extend conversation and home-school communication.

Key Stages 3, 4 and Post16

English and Literacy

Parents/carers will be encouraged to support their children to read for information, eg labels, tv guides, adverts and social signs. Paired reading will be encouraged, as will lists of words for reading and spelling as appropriate. Some pupils may be given specific tasks at relevant times as extension activities to learning in lessons.

Numeracy

Parents/carers will be asked to support their children in general activities such as counting, learning tables, using coins, **recognising the time** and number facts. Again, some pupils will receive tasks for completion at home that reinforce or extend the learning that takes place in class.

Foundation Subjects

Teachers will direct students to undertake tasks that consolidate and extend the learning process, as and when appropriate to the individual and the programme of study.

SMSC

Parents/cares will be encouraged to continue the development of identified life skills that they have been introduced to as part of the **SMSC** curriculum. Topics such as personal hygiene, personal safety and healthy lifestyles will be addressed. There will be overt encouragement towards home-based discussion of issues raised in school, such as sex education and substance abuse.

Some of the elements mentioned above will continue to be reinforced during Residential Field Study Trip experiences.

LEARNING PARTNERSHIPS

Through parent/carer workshops there will be a shared understanding of the way in which parents/carers can support the educational process. This will include knowing that:

- The notion of homework may change over time as children grow.

- Homework is a valuable method for extending learning.
- Pupils require the right environment in which to work.
- Pupils have a responsibility to ensure tasks are completed as independently as possible.
- Homework is an opportunity to praise pupil's work away from school.

We will endeavour to promote learning partnerships between home and school through the following initiatives:

- Home/school agreements.
- Parent/carer workshops.
- Home/school diaries.
- Available activities and resources.
- Open events/parents' meetings.
- **EHC reviews** and other meetings.
- Termly homework ideas sheet.

RESOURCE DEVELOPMENT

Effective home/school learning partnerships require a resource bank of materials and games appropriate to a wide range of tasks. Over time, these materials will be developed and made available for use at home, on request.

Home/school communication has already been enhanced through the use of diaries for some pupils. The format of functional home/school communication will be reviewed with reference to homework.

Homework suggestions for each class (*where appropriate*) are sent home for parents/carers. A copy is accessible on the school website www.newarkorchard.notts.sch.uk.

MONITORING AND EVALUATION

Homework will be monitored, evaluated and reviewed within existing curriculum systems by Curriculum co-ordinators. The Deputy Heads will monitor and evaluate homework within the context of whole school improvement and development planning.