

**P**

pupil voice

**R**

respect

**I**

independence

**D**

dignity

**E**

entitlement



## HOMEWORK POLICY

<b>Date Published</b>	<b>March 2018</b>
<b>Version</b>	<b>1</b>
<b>Approved Date</b>	<b>March 2018</b>
<b>Review Cycle</b>	<b>Every 3 Years</b>
<b>Review Date</b>	<b>March 2021</b>

An academy within:



“Learning together; to be the best we can be”



### **Introduction:**

This policy is in line with the school's philosophy that all children have the right to be 'the best that they can be' and is deeply rooted in the school's P.R.I.D.E values. This policy details the ethos and philosophy in relation to home learning / homework at Kelford School.

### **P.R.I.D.E. Values:**

Pupil Voice - enabling all learners to communicate their needs, choice and control

Respect - respect for one another and our environment

Independence - encouraging all learners to be as independent as possible

Dignity - implementing the highest levels of care and concern at all times

Entitlement - the right to receive a broad and balanced, high quality, personalised learning programme school values.

### **Rationale:**

Homework has to be very individual to the pupils who attend Kelford School.

Homework can be a whole range of things. It will vary for each child and is likely to change as a pupil gets older, develops or if their needs and priorities change. For example, homework may include:

- Home and school working on consistent strategies for behaviour following an agreed behaviour support plan.
- Using particular symbols, signs or objects or words to support a pupil's understanding and communication.
- Using a particular communication aid or system at home that has been advised by therapists.
- Family and school using consistent strategies to support a pupil needing sensory information.
- Having a regular book or book of work pupils are to complete at home.
- Working on a toileting, dressing or eating/drinking programme.
- Accessing physical therapies and positioning to better strengthen muscle tone and posture.

The types of homework are varied for each pupil. Our policy is underpinned by the belief that we want to support and work with parents to help their child achieve, and become the very best they can. At Kelford School, we believe that pupils learn best when home and school work together.

### **Objectives:**

At Kelford School homework, or "Home Learning", can take many forms and include support for therapy programmes, work towards topics or Individual Education Plan targets. Work relating to behaviour programmes may also be introduced within the home and link directly to the home learning for the pupil.



The purpose of 'homework' should be clear and enable parents / carers to understand the need for them to support the process. Teachers will monitor progress and provide on-going guidance as appropriate. In addition to this the family partnership team will provide bespoke support to individual parents where home learning is in the form of behaviour programmes.

At Kelford School, we have an intervention team who support the implementation and development of communication systems. The intervention team can provide support for parents in the implementation of communication systems within the home, constituting homework for individual pupils.

Homework is an important aspect of our home-school partnership, if parents feel it is not appropriate, they should contact the school. Homework should motivate pupils in their desire to achieve and become more skilful, knowledgeable and better prepared for the world beyond school.

### **Aims:**

Any homework or home learning tasks set in conjunction with parents / additional professionals should:

- Give plenty of opportunity for pupils to succeed
- Be varied, bespoke and specific to pupils' individual needs.
- Build on and enhance the school curriculum
- Encourage pupils to develop positive attitudes to their learning
- Provide an opportunity for pupils to develop the skills if appropriate of independent learning e.g. answering the telephone, making a drink, cleaning teeth etc.
- Help develop social as well as other skills where necessary e.g. eating a meal in a new setting, catching a bus etc.
- Be manageable for parents / carers

### **Learning Journeys:**

At the start of each term / half term, a Learning Journey is sent out to all parents / carers detailing the curriculum to be covered during that term / half term. The Learning Journey's detail all curriculum areas and the opportunities pupils will have within school for the term or half term, as appropriate. As part of this, for pupils within Key Stage 1, 2, 3 and 4, there are suggestions for home related work, i.e. activities that can be done in and around the home that would supplement school-based work. In addition to this, parents can request reading books or activities related to the topic being covered within school should they feel this is appropriate. Homework suggestions are not given to our young children, within the Foundation Stage, through their Learning Journey's, however, it remains central to work together collaboratively with parents.



### **Identifying Homework Tasks:**

At Kelford School we believe that it is imperative to involve parent and carers in the development of any homework or home learning tasks. These can be discussed at pupils Annual Review's and linked with the targets outlined in the pupil's Education, Health and Care Plan. Further to this there are additional opportunities, three times per year, at parent carer meetings, for this to be discussed.

Parent / carers can contact the class teacher at any time to discuss and request homework. The school's Key working system will also support this and enable parent / carers to discuss homework opportunities for their son / daughter. The parent partnership team will continue to support parents in the home and provide holistic support for parents and carers.

### **The Development of Positive Attitudes:**

- Homework should be enjoyable; it should not be a chore
- It should help children develop good attitudes to work
- it should not interfere with other appropriate activities, or hobbies which the pupils may participate in
- Regular feedback should be given to the pupil about their homework
- It should not put parents / carers or pupils under pressure
- There should be a consistent approach to homework throughout the school

### **Roles and Responsibilities:**

#### **Parent / Carers will:**

- Provide a suitable environment in which their child / young person can complete their homework.
- Support school in the implementation of homework or home learning tasks.
- Encourage their child / young person and praise them when they have completed their homework.
- Give adequate feedback to the class teacher linked to progress within homework tasks.
- Suggest other types of home learning which they feel will benefit their child / young person.
- Keep staff well informed about family situation so that the school can work in keeping with their circumstances
- To be encouraged to ask the school for support with necessary resources in order to enhance the home learning

#### **Kelford School will:**

- Discuss any homework or home learning tasks with parent / carers.
- Provide individualised homework for pupils appropriate to their needs.
- Work collaboratively with parent / carers to ensure that the holistic and academic needs of pupils are met and worked upon across home and school.
- Provide activity ideas for completion at home linked to the learning theme within school.
- Praise pupils and give positive feedback when homework is complete.



- Where possible, complete home visits and training to support parent / carers in the implementation of behaviour programme or communication system within the home.
- Provide any advice and guidance as required and asked for by parent / carers.

**Evaluation:**

This policy will be reviewed tri-annually or before in response to any review of homework or home learning, in response to parental feedback.