

# Woodfield School

2018



## Homework Policy



# **Woodfield School Homework Policy**

## **Introduction**

Woodfield School consists of a diverse range of individuals of different ages and abilities. Within our pupil population there are those who have the ability to work independently and progress with minimal support from adults. There are also those who require varying levels of adult support and different prompting methods to access learning, varying from small verbal prompts to remain on task to pupils that are dependent on one-to-one adult support to fully access their education.

According to the current National Curriculum, homework is a recommended part of schooling, though not a compulsory one. For pupils with autism, homework is a commonly cited cause of stress at home. Considering the diverse nature of our pupils, it is necessary that a fair homework policy be implemented in order to provide all of our pupils with the equal opportunity to access homework at a level that will further their education.

## **What is homework?**

Homework by definition is any schoolwork that a teacher sets for pupils to do at home. Homework is designed to reinforce or consolidate classroom skills in order to further develop pupils as independent learners with a sense of self-discipline. It is also an invaluable opportunity for parents, teachers and pupils to co-operate and be involved with each other.

## **Aims**

The purpose of homework at Woodfield School is to:

- reinforce the work covered in class in different ways
- access resources not available in the classroom
- further research topics covered in class
- extend learning
- have an opportunity to work independently
- demonstrate progress and understanding for moderation
- provide feedback for the evaluation of teaching
- enhance pupils' study skills e.g. planning, time management and self-discipline

- for the pupils to attempt to take ownership and responsibility for learning
- engage parents in the pupils' learning at school
- create channels for home school dialogue

Homework is not “busywork” nor should it be a replacement for work not covered in class.

### **Expectations: How much and by whom?**

Homework should be personalised and differentiated for the individual. To clarify, differentiation is concerned with correctly matching the work expected from pupils with their ability to do it. It is the responsibility of teachers to ensure that the homework sent home is reasonable for the pupil that receives it. When setting homework, teachers should consider the possible difficulties that pupils may have when completing the set task. Many pupils will need parent/carer support to complete tasks, so homework should be written in a format that is clear and concise so that a third party, such as a parent/carer, will be able to provide the support needed for their child to complete homework. It is also recommended that if a particular method is involved in solving problems that examples are provided so as to assist parents/carers in supporting their child in a way that is consistent with what is being taught at school.

Homework should not require pupils to use new concepts; it should be a reinforcement of existing knowledge.

### **Homework tasks**

The task that a pupil receives for homework is set at the discretion of the subject teacher, who should ensure that the homework given is both meaningful and useful for the pupil who receives it. The following are examples of possible homework activities:

- rehearsing a particular intervention that a child may be involved in
- reading or continuing with a reading scheme
- rehearsing social activities with carers
- occupational therapy activities, such as handwriting schemes
- With the support of parents pupils engage in practical tasks for example shopping to improve money skills

- activities that support targets outlined in the pupil's Learning Journey
- using ICT where available
- consolidation of work in class
- reflective journal or a diary
- completion of course work assignments

### **When will homework be set?**

Pupils with autism, in particular, benefit from structure and routine. Homework will be set for English, Maths, Science and Humanities at the same times each week.

### **How much homework will be set?**

In KS3 (Years 7 -9) pupils should spend 20 to 30 minutes a night on homework. English, Maths, Science and Humanities will set one piece of homework per week and will give at least two nights to complete work.

In KS4 & 5 (Years 10 & 11 and Sixth Form) pupils should spend no more than 45 minutes a night on homework. Subject teachers may need to set more than one piece of homework per week in order to complete work for external examinations or assessments.

## **Responsibilities**

### **Role of teacher**

- At the beginning of each academic term inform parents of homework expectations and the pupils' homework group
- Ensure that the homework is linked and relevant to the class work
- Provide differentiated work at an appropriate level for pupils
- At individual parents request - Post homework on the school's web site and provide simple and concise instructions for completion
- Give out copies of homework sheets to pupils to take home
- Set deadlines for completed work
- Text parents when homework is not returned
- Provide support for parents and pupils with homework
- Provide an incentive for the pupils to complete homework. Ten merits for homework returned on time and five merits for a second chance and certificates for completion

- Keep a record of pupils who return homework
- Follow up homework that is not returned – keeping records and refer to SLT for follow up action
- Mark homework and give feedback
- Homework should be stored in pupil folders after being marked so that it is there for evidence

### **Role of pupil**

- Spend the correct amount of time on the homework – up to 30 minutes for KS3 or up to 60 minutes for KS4 & 5 9 (maximum 4 nights a week)
- Attempt homework to the best of their ability
- Return homework to their subject teacher to be marked
- Make use of the library at lunch time to complete unfinished homework

### **Role of parents/carers**

- Provide a quiet space where their child can sit down and complete homework
- Provide the necessary support for their child when completing homework
- Have an agreed time each day for homework to be completed
- Ensure that the work is finished
- Check that their child leaves home in the morning with the completed homework as well as the correct equipment for school
- Inform school if their child has difficulty in completing the homework

### **Monitoring**

- Heads of Department will monitor the setting of homework
- Parents will be asked to evaluate every year