

Market Field School – Homework Policy

Homework is defined as any work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers. It is recognised that homework can make an important contribution to learning when

- it is carefully planned and structured as part of a scheme of work
- it is meaningful and an enhancement of school work
- account is taken of the levels of support available to pupils and students at home
- parents and carers are informed and treated as partners in their children's learning
- feedback to pupils and students is prompt and clear
- effort for homework is rewarded with praise and encouragement
- homework tasks are varied and appropriately set in relation to the individual needs of pupils and students
- opportunities are given for pupils and students to complete homework in school, outside lesson time, with support

Primary

Appropriate homework tasks should be set regularly and will often be the result of discussions between parents/carers and teachers through reviews of Individual Education Plans, Annual Reviews or liaison via home/school books. Consideration should be given to the needs of pupils who have severe learning difficulties or autism. Achievement in homework will be recognised and celebrated in the same way as other achievements, through merit points, merit stickers and the worked well assembly. The class teachers will be responsible for the monitoring of homework tasks through collaborative planning.

Homework at primary level should -

- help to consolidate and reinforce skills and understanding, particularly in communication, literacy and numeracy
- help to develop an effective partnership between the school and parents and carers
- provide opportunities for children to have similar experiences as those in mainstream schools as appropriate
- support integration opportunities
- enable parents and carers to play their part in children's learning and to enjoy the learning experience with their children
- help to develop social as well as other skills
- have a clear focus and time guideline

Homework at Key Stages 1 and 2 will mainly be based upon developing communication and social skills and/or literacy and numeracy skills. It should be no more than 30 minutes per week at Key Stage 1 and a maximum of one hour at Key Stage 2. It would not necessarily be set every day. Home/school liaison will be an important element in order to make the homework experience a positive one.

Communication tasks could include:

- structuring language as used in school
- using Makaton signs to aid communication
- sharing books

Social skills could include:

- drinking from different cups
- following through toilet training
- extending range of toys

Literacy tasks could include:

- reading to an adult or brother/sister
- paired reading
- word matching games
- sequencing games
- recognising letter sounds
- prediction/discussion
- spelling
- simple research

Numeracy tasks could include:

- number games
- puzzles and problem-solving
- practical activities such as cooking, laying the table, shopping, DIY, hobbies
- formal number work
- shared maths activities related to Numeracy Strategy
- timed exercises
- skills practice

Secondary

Arrangements for homework should be set out in subject policies and to ensure that the demands on pupils are manageable on a day-to-day basis. Consideration should be given to the needs of pupils and students who have severe learning difficulties and/or severe autism. Homework arrangements will require collaboration between staff. Planners should be used to record homework tasks and inform parents. At Key Stage 3 the amount of time spent on homework should be no more than 2.5 hours per week. At Key Stage 4 it should be no more than 5 hours per week.

It is recognised that pupils and students are often enthusiastic about homework but circumstances do not always allow them to manage tasks at home easily.

Opportunities should be given for pupils and students to complete homework at school, outside lesson times and with support if necessary. Expectations about the quality of homework should match those of work completed in school. Feedback

Should enable pupils and students to evaluate their work and develop their skills and understanding through self-review and discussion with an adult.

Achievement in homework will be recognised and celebrated through merit points and the worked well assembly.

Homework at secondary level should encompass some or all of the following:

- encourage pupils to develop independent learning skills
- consolidate and reinforce skills and understanding developed at school
- extend school learning, particularly in relation to accredited courses such as Entry Level and GCSE
- enable parents and carers to continue to be involved in pupil/student learning and be informed about school work
- provide opportunities for pupils and students to have similar experiences to mainstream pupils
- support integration opportunities