



Homework Policy Updated January 2020

School vision:

“An enriching journey to individual success”.

George Hastwell School is a safe and creative learning community where everyone achieves and is valued.

We will fulfil this vision through:

- Being a happy place where learners feel safe to challenge themselves and develop their independence to its full potential.
- An individualised, creative curriculum which fosters the pupils’ love of learning.
- Treating the pupils as individuals with consistent support.

GHS Values:

- Respect
- Fairness
- Kindness
- Pride
- Responsibility
- Resilience

1. Introduction

At George Hastwell School we define homework as anything our pupils do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children’s learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

This policy should be read in conjunction with all other school policies which are available on the school’s website.

2. Equality in School

George Hastwell School is proud that it fully supports equality in all aspects of its work - for pupils, staff, governors and parents as well as for visitors and other community members linked with the school.

Equality is integral to all schools and workplaces and the promotion of equality of opportunity for all pupils underpins George Hastwell school life. We ensure that high quality provision meets the diverse needs of our pupils, staff, governors and parents and promotes not just equality of opportunity but improving outcomes for all pupils regardless of background and individual needs.

3. Our vision for Homework

Pupils' learning does not stop at the end of a school day and we actively encourage all kinds of homework and a wide variety of activities at home and outside of school, such as sports and youth clubs. We believe that completing homework is one of the main ways in which children can acquire the skill of independent learning. Because of the special educational needs of our pupils, homework takes a variety of forms which enables pupils to extend their learning beyond the classroom.

Homework can play a positive role in raising a child's level of achievement and how much progress they make over a period of time. We believe that children develop their interests and skills to the full only when parents and carers encourage them to make maximum use of the opportunities available outside school.

Homework should not be seen as an add-on but an extension to work already being learnt within school, e.g. practising life skills, communication strategies, reading, handwriting, spelling, times tables or maths learning, research into a new topic or area of learning.

Homework should benefit the child and not be seen as a 'chore' but as a way of extending their own knowledge and their own ability to learn.

4. Aims and objectives of homework

We want our pupils to realise that the purpose of homework is to:

- Help them to improve their own learning in specific areas;
- Realise that working outside of the school day can benefit them in many ways;
- Give them opportunities to extend their own learning along avenues of interest sparked within school;
- Enable them to make maximum progress and achieve higher attainment through their own practice outside of school;
- Engage their parents within their learning for a shared experience;
- Consolidate and apply learning from within school, and ensure they have understood their learning well and are ready for the next step;
- Help develop good habits for their future life.

5. How will we enable all pupils to learn and grow through good quality homework? Their Entitlement

Teachers and other school staff will ensure they provide:

- Opportunities to bring items / artefacts / ideas in to support in-school learning;
- Information to encourage your child to share what they have done in school with you at home, via photographs or home-school diaries;
- Suggestions of how parents and families can support learning at home through the pupils' termly IEPs;
- A wide variety of tasks to engage them in their learning and enable them to understand its value, for example putting on shoes and socks, getting dressed, cleaning teeth, hand-washing, showering, helping to set the table, helping with cooking;
- Tasks which will support the pupils to develop their communication skills, such as practising PECS, the use of symbols and Makaton signing;
- For older and more capable pupils homework focusing on reading, spelling and number work on a regular basis;
- Opportunities for extending learning outside the school day through research, the sharing of curriculum themes, suggestions of other activities/clubs on offer locally;
- Homework that all can access;
- Ensure that homework is appropriate and can be completed within the time frame expected. Because of the needs of the pupils we do not specify a time frame for each key stage, as this will depend on each pupil's individual needs.

6. How will we ensure all children are fully involved in their homework?

Throughout the school, pupils will be involved in their homework through:

- Teachers providing clear explanations of what is expected from any piece of homework;
- Homework being pertinent to the age and developmental stage of the pupil to ensure the full inclusion of all pupils;
- Focusing on opportunities for pupils to develop life skills and communication skills;
- Clear expectations that homework must be completed as set and that for older and more capable pupils formal homework such as reading, spelling and number work should be a regular activity at home;
- Opportunities to follow up homework if confusion occurs or if they have questions about their homework;
- Discussions about the completion of homework; what has been learnt, what they have achieved, what needs further work and next steps if appropriate;
- Sharing and celebrating good quality homework with the class.

7. How will we check how well each child is achieving and what progress they are making, and how do we set their next steps in learning?

Homework will be checked regularly to ensure that appropriate and purposeful tasks are being set which can be achieved by each individual pupil. Records will be kept for different aspects of homework, such as:

- Sharing of school activities through photographs for younger pupils;
- Home-school diary;
- Reading diary between home and school;
- Homework suggestions on termly IEPs;
- Annual review of each pupil's Education, Health and Care Plan (EHCP) to discuss and record progress towards EHCP outcomes;
- Information for parents on progress as measured via the online assessment package SOLAR;
- More formal homework such as:
 - Spelling sheets taken home weekly for daily practise and then tested;
 - Number work taken home for practise and then tested;
- Other homework commented on and recorded as needed;
- Feedback to governors via the headteacher and subject leaders on the quality of homework and any issues arising;
- Should further issues arise such as changes to planning or changes to school development points, this will be recorded in the appropriate school policy.

8. What further support will we provide?

The school provides the following to support pupils and families with out of school learning:

- Homework explanations – provided as required dependent upon the task;
- Termly IEP for each pupil focusing on targets drawn from each pupil's EHCP;
- Parent information leaflets on a range of topics available in school and on the school website;
- Class and school letters on upcoming events, activities and curriculum developments;
- Termly school newsletters;
- School Facebook page;
- School website with information on the curriculum.

9. When, and How, will this policy be reviewed and updated?

This policy will be reviewed in accordance with the School Improvement Plan unless an earlier review is deemed necessary by the Senior Leadership Team or the Local Governing Body.

This policy was updated in January 2020.

This policy will be reviewed in January 2022 or earlier if necessary.