



## **Thomas Bewick School Homework Policy**

### **Rationale**

Thomas Bewick School recognises that parents and carers play a vital part in their child's education. There are many forms of homework; they traditionally take the form of tasks focusing on academic subjects. At Thomas Bewick School we see homework as more than these traditional 'academic' tasks. Parents/carers work and play with their children regularly but may not necessarily view these activities as homework. Therefore, activities focusing on the development of social skills and life skills can also be used as homework tasks.

Homework should endeavour to be enjoyable and rewarding for those involved and it is intended to be complementary to school and family life. We recognise that, because of a pupil's autism diagnosis, a child or young person may have barriers to carrying out any homework task or activity and that this may place too much stress on a family or care setting. Homework is not an additional chore and it is not compulsory.

### **What is homework?**

Homework refers to any work or activities that pupils are asked to do outside lesson time, either on their own or with family members or carers. Using this broad definition, all pupils, whatever their age or ability can be involved in homework.

Homework set by school will range from informal to formal tasks. Many of the tasks will reinforce the Social Communication, Emotional Regulation and Transactional Supports (SCERTS) targets and also targets set in a pupil's Education Health and Care Plan.

Tasks may include:

- a pupil learning to count to five; setting the table and finding 5 cups
- a pupil developing their Picture Exchange Communication System (PECS); exchanging a symbol for a drink or other preferred item
- a pupil learning to cut up food
- sharing a book or reading
- spelling practice
- completing a worksheet on a given subject
- researching a theme
- using the internet for homework activities with guidance

Homework will vary greatly depending on the age, ability and needs of the pupil. However all activities must be:

- motivating
- challenging but achievable

- supporting the pupil's progress (useful)

Details such as the content of the homework, allocation of time, frequency and levels of support to be given etc. will be discussed on an individual basis by the parent/carer and the teacher.

### **What is the purpose of homework?**

Ideally homework should:

- provide greater opportunities for the school and families to work in partnership towards a shared aim- the education of the child or young person
- allow the pupil to practice and consolidate skills beyond the classroom
- encourage pupils to develop the confidence and self-discipline to work independently

### **What is the role of the school and that of the parents?**

It is the responsibility of the teacher to raise the subject of homework with the parent/carer at the beginning of the school year or soon after pupil admission if mid-year. The teacher should discuss (on an ongoing basis) the details of the homework with the parents/carers. Such details should include, for example:

- the content of the homework
- the quantity/frequency of homework given
- guidance on the level of support
- guidance on how the activity is to be carried out
- how the activities will be monitored

Homework should be properly planned and organised so that:

- the tasks set are realistic within the time available
- tasks are not too difficult or too easy
- pupils are given feedback on their homework

### **Feedback, monitoring and evaluation**

Feedback

Pupils will receive feedback through, for example:

- praise from parents/carers and staff
- individual systems of reward
- group recognition of achievement

Parent/carers will receive feedback through, for example:

- use of homework book
- formal and informal dialogue with class staff e.g. consultation evening, Annual Review meeting

Teachers will receive feedback through, for example:

- formal and informal dialogue with parents/carers
- use of homework book

- reports from parents/carers
- annual review meetings/consultation evenings
- feedback to teachers from pupils

Monitoring

The Phase Leaders will conduct an annual audit of homework in their phase. The audit will investigate the type and frequency of homework given by each teacher, the support provided to families in relation to homework and the response from pupils and families. The findings from the audit will be shared with the Senior Leadership Team and any actions from the audits shared with teachers.

Policy promotion and review

This policy will be available on the school website

The policy will be reviewed every 3 years by the Curriculum and Extended Services Committee

<b>Revision Record of Published Versions</b>			
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