



# Homework Policy

Homework, or “extended learning” is a very important part of a child’s education and can add much to a child’s development. We also believe however, that any homework policy must reflect the diverse needs of our pupils to ensure it has relevance and focused purpose.

Homework can take many forms and include support for therapy programs, work towards topics or EHCP objectives. It will vary for each child and is likely to change as a pupil gets older, develops or if their needs and priorities change. Our policy is underpinned by the belief that we want to support and work collaboratively with parents to help pupils achieve the very best they can.

## Setting homework

Homework has to be very individual to the pupils who attend the school. Our policy is that once pupils start the school we discuss what homework if any, would be appropriate at the regular parent MyProgress™ review meetings we hold in school and at annual reviews. This is then recorded on the pupils Enabling Access to Learning.

## Considerations

Pupils with autistic spectrum may have difficulty with the concept of homework for a number of reasons:

- Pupil’s often compartmentalise aspects of their lives and do not understand why they need to engage with school based tasks at home. In some situations, pupils may become distressed or angry by this, especially if they are not motivated by the task or if the parents are doing things slightly differently.
- They do not understand why they are expected to do school work at home.
- They might have difficulty with organisation skills and may find it difficult to remember to write down all the homework and remember deadlines.

Homework can be provided for any child of any age within the school. The teaching staff welcome enquiries from parents on things they can do at home to support the learning of their child.

Discussions with parents/carers who are considering what type of homework best matches the needs of the pupils should note the following points before prescribing or requesting homework:

- Must have a clear purpose
- Should not be used for learning which is new, but to enhance work undertaken in the classroom
- Not given to simply occupy the pupils’ time but to let pupils practice/rehearse what they have learned
- Be within the pupil’s current level of attainment and reinforce skills already acquired but not yet mastered
- The tasks must be ‘do-able’ as they help pupils feel positive about themselves as learners

**Teachers will:**

- Provide homework for pupils where appropriate and ensure pupils and parents know what to do.
- Ensure that the homework is clearly understood and differentiated for the pupil.
- Ensure that the content relates to current class work
- Ensure that homework is marked regularly in line with the school marking policy.
- Manage the loan of any resources efficiently
- Advise parents on appropriate support if required
- Homework may include practice of practical skills.

**Residential pupils**

Residential pupils who live at the school will be supported to participate in and complete homework by residential support staff. Homework will be set in conjunction with the residential managers.

**Types of homework**

Most of our parents and carers take every opportunity to promote pupil's independent living skills. Practicing self-care, travel competence and domestic activities such as personal hygiene routines and self-help routines will have a significant and long lasting impact upon the lives of the children. For this reason, we believe these tasks are the most valuable and worthwhile of all.

**Examples of 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 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 child needing sensory information.
- Working on a programme e.g. toileting, dressing
- Looking at books and listening to stories
- Reading books to share with the family, reading to an adult, answering simple questions
- Mini projects, involving research
- Practical tasks e.g. making simple snacks
- Playing simple turn taking games (e.g. posting games, ball runs)
- Helping to sort objects in the home (e.g. socks, shoes, cutlery)
- Cooking (e.g. preparing vegetables, mixing ingredients, practice cutting, chopping etc.)
- Using PECS to ask for things (e.g. favourite toys, to go out, food & drink)
- Sensory play and exploration (e.g. washing up bubbles, shaving foam spread on a table, dry rice and pasta, piles of leaves)
- Handling money in shops, Finding the right coins or notes that an adult need to pay for shopping, working out what change to expect
- Counting objects in the home or out on a walk
- Word and letter puzzles
- Simple math's problems with worksheets or object kits
- Reading and writing words from a key vocabulary list
- Making a guest a cup of tea
- Hoovering their room
- Make a snack or a simple meal
- Model making
- Using a map and navigating to a destination (walking or in the car)
- Weighing vegetables and fruits in the supermarket (e.g. try to get exactly 1kilogram of tomatoes)
- Math's problems
- Writing a short story or poem
- Work linked to Entry level/GCSE exam papers
- Extensions of work set at school

Written by:	Jon Mount	September 2014	
Reviewed:	Every 2 years	Next review date: September 2022	
Reviewed & amended	September 2016	September 2018	September 2020 with Jo Barker Carr Assistant Head
Reviewed & amended	January 23	January 25	Katie Lake