KINGSLAND SCHOOL

HOMEWORK POLICY



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1) WHAT IS HOMEWORK?

"Homework" refers to any work or activities which pupils are asked to do outside lesson time either on their own or with parents or carers.

2) THE PURPOSE OF HOMEWORK

- To develop an effective partnership between the school and parents and other carers in pursuing the aims of the school which:
  -improves home school communication
  -opens the curriculum to parents
  -increases support for pupils
  -makes education a shared responsibility between home and school;
- To consolidate and reinforce skills and understanding, particularly in the priority areas of language, literacy, knowledge of the world, numeracy, physical development, behaviour and personal, social and health education;
- To extend school learning and assessment in order to raise standards of attainment;
- To encourage pupils as they get older to develop their confidence and independence and to prepare them for secondary provision.

3) THE TYPE OF HOMEWORK WHICH IS APPROPRIATE FOR OUR PUPILS

For our pupils tasks should:

- Have a very clear focus and time-guideline;
- Give plenty of opportunities for pupils to succeed;
- Help develop social as well as other skills where necessary;
- Be varied—and not purely written assignments;
- Be manageable for teachers and parents and carers.

Examples of these tasks are as follows:

- Self care programmes—feeding, toileting, dressing and undressing, personal hygiene, etc;
- Therapy programmes—speech and language, physiotherapy, occupational therapy, as devised by the relevant therapists;
- Social development and involvement—social activities and pursuits such as brownies, cubs, sports clubs, horse riding and other leisure activities;
- Behaviour management programmes;
- Preparation for future learning—e.g. use of money, supermarket skills, modes of travel;
- Making choices—e.g. clothes to wear for the following day;
- Taking responsibilities—use of class timetables to prepare for the following day;
- Individual Education Plans—tasks devised to reinforce and consolidate individual priorities set at annual review meetings by teachers and parents;
- Shared reading and recording, work related to the text;
- Maths exercises—simple counting and sorting in everyday situations, work as set by the class teacher;
- Activities to reinforce and extend learning that is taking place in the classroom;
- Development of memory skills—talking about activities done at school;
- Gathering materials for a chosen theme at school;

- Singing songs and rhymes.

4) MAKING HOMEWORK MANAGEABLE

The class teacher will work in partnership with the parents and carers to ensure that homework is manageable for all concerned.
Parents/Carers will have the option of using a Learning Journal with their child.

5) THE ROLE OF PARENTS AND CARERS IN SUPPORTING PUPILS

Homework need not be carried out by parents alone. Siblings, grandparents, respite carers and other members of the extended family should be encouraged to become involved. It should be a positive experience involving encouragement and praise.

6) FEEDBACK FOR PUPILS, PARENTS OR CARERS AND TEACHERS

This may be through the usual channels of communication—telephone, meetings, home-school book, or the Learning Journal.

7) ARRANGEMENTS FOR MONITORING AND EVALUATING THE POLICY

These will be made through the following channels:

- Home-school books;
- Learning Journal;
- Verbal contact with parents and teachers;
- Annual review meetings;
- Review of the policy as part of the school development planning process;
- Review of the special educational needs policy.

The key criterion will be the extent to which the policy is contributing to the progress pupils make at the school and their attitude to learning.