



Policy Title:	Homework Policy		
Last Reviewed & Updated:	July 2017	Due for Review:	July 2019

PENDLEBURY CENTRE

HOMEWORK POLICY

Introduction

The policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and information provided from the Advisory Service of Stockport Education Authority.

“Homework should be used as appropriate to extend the work of the classroom and revise work already covered.” (Education Communication Statement on Curriculum Policy 1995 – 2000).

It is the Headteacher’s responsibility to ensure that all teaching staff implement this policy through monitoring and evaluation which may be carried out with the help of subject teachers.

Homework is encouraged but no student is made to feel guilty for not completing homework, however its importance is stressed when it is linked to preparation for external examinations. The setting of homework is flexible and time scales take into account family interests and commitments.

Many of the pupils who attend the centre have found this aspect of school difficult, therefore, they have a predetermined negative attitude towards its implementation. We hope to foster good working habits and, after an initial period, we encourage all our students to take a more positive and responsible attitude towards their own learning.

Aims of Homework at Pendlebury, P.R.U.

“The use of homework, given the previous educational history of many pupils, is not likely to be prevalent. For some part-time pupils, however, who are aiming to return to mainstream secondary schools, its provision may be both appropriate and necessary.” (OFSTED Guidance on the inspection of pupil referral units).

Homework is set:

- to allow students time to consolidate, research and extend work undertaken in the centre
- to help students to take responsibility for their own learning
- to foster the habit of independent work
- to reinforce the concept of education as a partnership between home and the centre

- to help to prepare students for their eventual return to mainstream school where homework is an important element of learning and personal organization
- to provide the study time necessary outside school hours to complete examination syllabuses and assessment requirements for students at Key Stage 4.

To achieve these aims, the centre will ensure that:

- homework is set which allows scope for consolidation, extension and research as appropriate
- students are aware of their responsibilities in this area and the importance of completing homework in order to fulfill syllabus requirements.

Autism / Autistic Traits and Homework

Given the high prevalence of diagnosed Autism and 'autistic traits' within our student population, the Pendlebury Centre recognises that homework presents a number of additional difficulties for many of our students - and in turn, can cause additional stress / conflict within the home.

These difficulties include:

- the student rigidly delineates school and home life, finding it hard to understand why school work carries on into the home environment
- the student finds the social environment of school tiring and needs 'downtime' at home
- there are a number of distractions in the home which interferes with their ability to concentrate - particularly for those students with sensory sensitivity
- the student has a difficulty with processing instructions and requires support in following a plan - particularly with written work
- the student may have difficulty with organising, sequencing and prioritising tasks and may misjudge how long to spend doing homework
- the student has a tendency to believe the work produced has to be perfect, and struggle to begin a task because of anxiety
- the student has a history of finding homework too difficult and they hold a fixed position that they don't want to work at home for fear of failure, punishment for incomplete work - which in turn then negatively impacts attendance

(Source: National Autistic Society - <http://www.autism.org.uk/about/student-life/homework.aspx>)

Parental Involvement

Homework is an area where parents and guardians can become directly involved in their child's learning.

This direct involvement, at its best, means helping the child to organize him/herself; helping the child to develop a regular working habit and being someone with whom the child can talk about work undertaken at the centre.

Methods

Homework will be set when appropriate and on an individual basis according to need or as tasks for the whole class.

Types of Homework

Homework should reflect the range of learning experiences, many of which do not involve writing. It may involve reading, observing, watching a relevant television programme or talking to another student, family member or adult. Some homework may be set for a single evening, whilst other tasks may be longer term, covering a number of weeks.

Examples of the tasks students might be given for homework are:-

Key Stage 3

- Handwriting sheets
- Simple collections of investigations
- Private reading
- Topic based research
- Practising skills
- Learning vocabulary
- Worksheets
- Book reviews

Key Stage 4

- Individual research on class topics or investigations
- Individual coursework for external examinations
- Revision of GCSE course content
- Redrafting written assignments

This list is not exhaustive. The type and amount of homework is determined by the subject area and a student's academic abilities, strengths and weaknesses.

Planning and Entitlement

Whole class and individual homework tasks are issued by the teacher responsible for the subject.

Assessment

Individual tasks are discussed with the student when they are undertaken. For example, when a student has to prepare for a piece of examination coursework the class teacher will check to ensure that the work is progressing satisfactorily.

Efforts are valued and praised and every student is encouraged to complete set homework's. However, we are always aware that student's do not all benefit from parental support and unnecessary pressure is not applied if a student finds it difficult to complete a homework task.

Equal Opportunities

We try to limit the number of resources required to complete homework tasks, as we are aware that not every home has access to a wide resource library and educational equipment.

Access to ICT is available for students at break and lunch times.

Review

This policy will be reviewed annually.

S.Hulley
January 2016

D. Cooper July 2017