

<b>Procedure Title:</b>	<b>Homework Procedure</b>
<b>Procedure Number:</b>	<b>76</b>
<b>Date Created:</b>	May 2014
<b>Current Review Date:</b>	May 2021
<b>Dates Reviewed:</b>	May 2014, November 2017, May 2018, May 2019
<b>Reviewed By:</b>	Marinha Braganza
<b>Ratified By:</b>	Gabrielle O'Meara
<b>Outcome:</b>	All pupils have access to an effective homework procedure
<b>Cross Reference:</b>	ES27 Partnership with Parents and Carers OP06 Safeguarding Children(Anyone under the age of 18) OP08 Safeguarding Adults (Anyone aged 18 or over) OP17 Advocacy Priory Employee Handbook
<b>References:</b>	OfSTED Homework – Learning from Practice Free guide: The New Ofsted Framework: A Guide To Being Outstanding © Webanywhere Limited 2012 NAS Supporting children with an ASD with homework Attwood, T. (2006). The complete guide to Asperger syndrome. London: Jessica Kingsley, pp228-258 Attwood T. (2000). Should children with an autistic spectrum disorder be exempted from doing homework? Morning News. 12 (2), pp3-6 Ferguson, H., Hagiwara, T. (2007). Using a personal digital assistant to improve the recording of homework assignments by an adolescent with Asperger syndrome. Focus on Autism and Other Developmental Disabilities, 22(2), pp96-99 Hodgdon, L.(2000). Homework that doesn't feel like work! Morning News. Vol.12(2), pp10-14 Winner, M.G. (2007). Homework and beyond! Teaching organizational skills to individuals with ASD. Autism Asperger's Digest, July-August pp40-45

#### **EQUALITY AND DIVERSITY STATEMENT**

Priory Group is committed to the fair treatment of all regardless of age, colour, disability, ethnicity, gender, nationality, race, religious or spiritual beliefs, responsibility for dependents, sexual orientation, or any other personal characteristic. An equality impact assessment has been completed on this procedure to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

## **Homework Policy**

	<b>CONTENTS</b>	<b>Page</b>
<b>1</b>	Introduction	2
<b>2</b>	Objectives	4
<b>3</b>	Setting and Marking of Homework	4
<b>4</b>	Key Principles	4
<b>5</b>	Monitoring and Evaluation	5
<b>6</b>	How parents can help	5

**APPE  
NDIC  
ES**

## Possible Reasons for Difficulties

6-8

### **Support Strategies:**

## **Making sure Homework is Suitable for your child**

## **Motivating Your Child to Work at Home**

# **Making sure Your Child Writes Homework Down Clearly**

## **Finding the Best Time for Homework**

## **Creating a Suitable Environment**

## Organising Homework

#### **Ongoing Communication with**

**School****1 INTRODUCTION**

Ofsted say that homework should only be set if it's appropriate to the needs of the children. The new framework highlights the importance of setting appropriate homework that has clear and relevant objectives, and which develops children's learning.

1.1 Homework is work that is set to be completed outside the taught curriculum. It contains an element of independent study as it is not directly supervised by a teacher

1.2 We aim to provide a range of experiences that enable interaction; promote social inclusion and independence; and support learners with Autism to reflect on their experiences

Homework enhances pupil learning, improves achievement and develops pupils' study skills and as such, can be an integral part of the curriculum

**2.0 OBJECTIVES**

Our aims in setting homework are:

- 2.1. To help pupils develop the skills needed for independent learning, including research skills and time management
- 2.2. To consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom
- 2.3. To help pupils to become self-motivated towards study
- 2.4. To involve parents and carers in the management of pupils' learning and keeping them informed about the work their child is doing
- 2.5. To allow the teacher to monitor the progress being made by a pupil and to act on findings

3.0 A good, well-managed homework programme helps pupils to develop the skills and attitudes they will need for successful lifelong learning

**The setting and marking of homework**

- 3.1 Homework is set for each pupil where appropriate throughout the School in each subject at least once a week
- 3.2 The teacher specifies the day the homework is set, the day by which it is to be completed and the time that should be spent

completing it

- 3.3 Homework should be planned as an integral part of the lesson
- 3.4 Homework should be realistic, purposeful and varied
- 3.6 Homework should be completed by pupils to the deadlines set
- 3.7 Homework should be marked according to the School's Marking Policy

## **4.0 KEY PRINCIPLES**

### **4.1 Homework Pattern (where appropriate)**

Key Stage 3 - 1 homework tasks per week in each core subject (10 minutes per task)

Key Stage 4 – Between 4 and 5 homework tasks per week (15 minutes per task) plus examination related work in some subjects

Key Stage 5 (Years 12-14) - Between 2 and 3 homework tasks per week in the core subjects, plus additional homework tasks for option subjects (30 to 45 minutes per task)

### **Monitoring and Evaluation**

4.2 The Subject Teachers are responsible for monitoring the quality, quantity, frequency, variety and appropriate differentiation of homework set in their Key Stage. All teaching staff are responsible for monitoring the pupils' completion of homework set in their curriculum area. They notify the Form Tutor when a pupil has not completed homework.

4.3 The Subject Teachers have overall responsibility for monitoring the delivery of all homework and that the work is marked with suggestions for the pupil about how to improve .This provides positive feedback and learning opportunities to extend learning completed in class and where appropriate is preparing the pupil well for the rigor of external GCSE examinations.

4.4 Parents are notified by the Subject Teacher if homework is regularly not completed

4.5 Monitoring is completed on a daily/weekly basis, through the collection of pupil exercise books and folders. Parents are also encouraged to contact staff individually to address particular issues

### **5.0 How can parents help?**

We ask that parents support us in seeing that homework is done conscientiously and in the best possible working conditions.

5.1 Parents and carers should try to provide a reasonably quiet,

suitable place in which their child can do their homework.

5.2 Parents and carers need to make it clear to pupils that they value homework and support the school in explaining how it can help them make progress at school

5.3 It would be appreciated if parents and carers also encourage and praise pupils where they have completed homework.

5.4 It would be helpful if parents and carers can indicate where they have supported homework and what specific help they have given.

5.5 If there are any difficulties with homework, for example, where homework has not been completed due to an unforeseen event or where there were specific difficulties with the task that was set, parents and carers are asked to write a note or email the subject teacher and copy in their child's Form Tutor

## **APPENDIX**

### **Possible reasons for difficulties**

- If homework does not meet your child's level of need, he/she may find it too difficult and may become frustrated and not want to work at home
- Your child may have difficulty understanding why they have to do work for school when they're at home (separation of school and home)
- If your child has problems with writing and is not supervised when writing down homework, it may be unclear what work needs to be done when they get home
- After being at school all day your child may be tired and find it difficult to concentrate on other work
- There may be too many distractions at home for your child to concentrate on homework
- Your child may have problems organising themselves to do homework and may spend too long or too little time on it

### **Support strategies**

#### **Making sure homework is suitable for your child**

If your child is having difficulties with homework, it is important that you talk with your child's Form Tutor. If you feel the homework is too easy or too hard, don't be concerned about discussing this with your child's Form Tutor.

#### **Motivating your child to work at home**

Your child may have difficulty transferring working at school to home. Visual supports can really help children with ASD to be more focused. Having a visual timetable at school that extends to show what will be

happening at home will prepare your child for doing homework.

Ask the Form Tutor to set this up for your child and talk it through with the Form Tutor with your child it. For some pupils a social story is another useful way to explain to a child about a school day and you can include a part about doing homework.

Try using a motivator - an item or activity that your child really likes .

Try to alternate what you use as a motivator, for example one day it might be homework then computer and the next day it could be homework then favourite DVD. Positive words of encouragement when your child is working well, is vital.

### **Making sure your child writes homework down clearly**

If your child has problems writing their homework down on a sheet, ask the teacher and/or teaching assistant if they can action this. Ask the Form Tutor if they could simplify the way they present homework to your child by highlighting the important words on a homework sheet, using visual supports or bullet points.

If the child has problems writing, could they use a computer to do their homework?

### **Finding the best time for homework**

The best time to start homework depends on your child's needs. You may want to give them some time for a break after the school day before they start their homework, rather than going straight into it; or you could try starting straight after school.

It can help to do homework at the same time each day so it becomes part of a routine. Again, a visual timetable can be useful to show your child what will be happening.

### **Creating a suitable environment**

If possible, keep an area of your home free for your child to do their homework. It might help to set up a desk or table that they can work on. Ideally it should be away from any distractions like the television, radio or computer.

It helps if you ask other siblings not to interrupt your child while they are working. Let your child know you are available if they need your help.

Ensure that your child is provided with the materials/equipment needed to complete the homework tasks.

### **Organising homework**

If your child finds it difficult to concentrate on work for long amounts of time, you may need to sit with them first of all to help keep them focused.

You could start by getting them to work for just a short amount of time and build up gradually to longer amounts of time.

It could help to use a timer to show how long they need to spend on the homework.

### **Ongoing communication with school**

It's helpful to keep school up to date with how your child is progressing with homework. Keep in contact with the school by talking to the Form Tutor or other appropriate member of staff about any homework issues you have.

There may be certain times when your child has more difficulties than usual, finding it particularly hard to concentrate or behaving in a way that affects their ability to do their work.

This might happen when there are significant changes in the family, or when your child is ill or highly anxious. If, as a result, doing homework causes extreme problems at home, ask for your child **not to** have homework; you can always go back to trying to get your child to engage in homework by introducing it again gradually.

If it does become extremely difficult for your child to work at home, seek advice from school.

**Proprietor:** Andy Cobley, COO, Priory Education & Children's Services Ltd, Munstead Heath Road, GODALMING, Surrey, GU7 1UW