



**pathfield**  
SCHOOL

Inspiring interaction

## **HOMEWORK POLICY**

Adopted by Governors	<b>Avril Burrows</b>
Date	<b>01.10.15</b>
Review Date (Annual)	<b>Autumn 2016</b>
Policy/Procedure checked by/date	<b>Abi Staff Sept 2015</b>

Pathfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy will support, promote and be applied with due regard to the requirements of the

**SENTIENT TRUST**  
inspire • empower • enable

# **HOMEWORK POLICY**

This policy document sets out how Pathfield School complies with the legal requirement for an agreed policy for all aspects of our pupils to be taken into account and the nature of their work outside of school hours and school based activities.

We recognise that our pupils because of their abilities will not be able to comply with any pre-determined age-related schedules or methods which would be appropriate in mainstream settings.

Our Homework policy therefore is written in order to promote the same aims and objectives as the ethos of teaching and learning at the school.

That is:-

- (a) To promote maximum independence for the pupil
- (b) To ensure maximum choice to meet the needs of the pupil
- (c) To encourage understanding of themselves, their family, community, and the wider world
- (d) To promote self-care and personal safety and expression as fundamental under-pinning of all curriculum areas
- (e) To ensure that total communication is promoted to, and by the pupil in the most appropriate way. This will encourage participation at school and at home.

## **The role of the teacher**

The teacher will advise parents of the termly topics and IEP targets for each pupil in the first week of each half term to support resources and activities that may be needed at home to promote home learning opportunities for each child.

Teachers will inform parents when their child is working towards externally accredited courses (eg GCSE, ASDAN) and advise how and when homework will be required to supplement the teaching for these courses.

Other homework tasks of an academic nature will be given to the pupil by the teacher appropriate to the needs and abilities of the pupil (eg literacy and numeracy)

For some pupils homework may be identified as the child and parent consistently working towards independence, self-care and choice-making at a level which will engage and extend the child's abilities.

IEP targets sent home at the start of each half term so parents know the key skills that the pupil is working on.

Particular attention will be paid to the aspects of communication with, and by the pupil in all homework tasks. Communication development may be set as the principle task by itself.

Teacher feedback to the pupil is an essential part of the homework process. This may be verbal, via the home/school book, in praise assembly and with certificates. Both work quality and effort should be recognised in these ways.

Recognising the role of the parent/carer, when giving feedback, is also essential for homework tasks to be successful. It is important for parents/carers to receive feedback either verbally, via the home/school book, at parent's evenings, and also during the pupil's annual person-centred review.

## **Monitoring**

The Governors will monitor and evaluate the effectiveness of the policy by:-

- (1) Receiving the head teachers reports
- (2) When liaising with subject and class teachers, with reference to their particular designated areas of responsibility
- (3) Ensuring that parents and pupils are given the opportunity to comment on the schools use of this homework policy. This will include the Annual Questionnaire Weeks held in May.

The Governing Body and Senior Management Team will use all of the information gathered to ensure that parents wishes, and pupil needs are advanced by the use of appropriate homework tasks.