

# Fiveways School Homework Policy



## Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
2 yearly	March 2025	Swavek Nowakiewicz	March 2027

## Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver	Signed at meeting	14.03.25
Head Teacher	Swavek Nowakiewicz	Signed at meeting	14.03.25

## Details of Policy Updates

Date	Details
June 2023	New Policy
March 25	Minor changes to wording



## Fiveways Homework Policy

### Rationale

We recognise that children benefit greatly from the mutual support of parents, carers and teachers in encouraging them to learn both at home and at school. This is particularly important where regular and frequent practice is required to both securely embed and generalise so pupils can use their learning in a range of contexts as part of preparation for life beyond school and adulthood. The setting of homework can also act as an important way of establishing a successful learning dialogue between teachers and parents/carers. Enquiries are welcome from parents and carers about activities they can do at home or when out and about in the community to support the learning of their child. We believe that homework focused on promoting independence and independent living skills will have a significant & long-lasting impact upon the lives of our pupils and for this reason can be viewed as the most valuable & worthwhile of all.

*"What does a good life look like for me now and in the future?"*

### Definition

Homework is anything that children and young people do outside the normal school day, which contributes to learning in response to guidance from the school. This may include guidance from members of multi-agency teams where relevant. Homework can encompass a whole variety of learning activities and can come in many forms instigated by teachers, therapists and parents/carers to support children's learning.

### Homework Criteria / Guidance

Homework can be provided for any child of any age within our school and must reflect the diverse needs of our pupils to ensure it has relevance and focused purpose. When deciding what type of homework best matches the needs of the pupils the following points should be considered.

Homework should:

- Have a clear purpose and aim
- Be used to enhance work undertaken in school and not be new learning
- Be integrated into the pupil's Personal Learning Goals, therapy plan\* or Learning Support Plan.
- Be used to enable pupils to practice, rehearse, embed and generalise what they have learned and not given to simply occupy their time
- Be within the pupil's current level of attainment and reinforce skills already acquired but not yet mastered
- Be 'doable' as they help pupils feel positive about themselves as learners
- Be relevant & realistic. If homework is not relevant or too challenging it can be demotivating
- Be personalised to meet pupil needs, promote ownership and take into account home context

- Be manageable for the pupils and their families
- Include every opportunity to promote and practice independence and independent living skills e.g. travel competence, cooking, personal hygiene and self-help routines.
- Be monitored by the class teacher to ensure it is fulfilling its original aim
- Be more subject specific for some pupils following a discussion with the parents or carers e.g. reading book, spellings, maths worksheet, themed quiz.

### **Context**

Personal Learning Goals and any homework are reviewed in consultation with parents and carers including at progress meetings and Annual / Transition EHCP reviews. Parents and carers are asked to support at home the work being addressed in school. They are provided with the annual PLG milestones for their child and a short overview of work planned for that term.

Where homework therapy plans are provided by therapists e.g. S&LT, Physio, OT, it will be the responsibility of such teams to consider the appropriateness of the plan being undertaken within the home setting. They will provide any advice, guidance and training to parent carers when such plans are deemed suitable.

The school website <https://www.fivewaysschool.co.uk/pupil/> contains information about the curriculum. This will help parents and carers in supporting decisions about leisure activities at home that can support their child's education e.g., what to watch on TV, outings to undertake, games, toys, and books to buy. There are also activities and links to other web sites where fun activities can be considered for supporting and rehearsing established learning. The class teacher can may also be able to advise on the use of websites appropriate to the learning needs of pupils.

### **Monitoring**

The home school link book and, as appropriate, Evidence for Learning app will contribute to the monitoring of homework. Home and school will comment on the child's progress towards agreed outcomes which enables parents and carers to detail how they have helped at home. Some pupils may have additional subject specific monitoring e.g. reading record book.

### **Supporting parents and Carers:**

We understand how important it is to enable parent and carers to be partners with school in developing their own skills & strategies to support their child. We offer opportunities for parents to visit school to experience learning activities first hand, run workshops to teach parents about different aspects of learning e.g., communication, signing, promoting positive behaviours and have tutorial videos e.g. MOVE. These planned opportunities are identified on our school website & within school newsletters.

Homework is linked with Personal Learning Goal Milestones which are the current learning priorities. Here are some examples.

