

	<b>Homework Policy - Primary</b>	
	Policy Author	Abigail Slade
	Date Written	24 <sup>th</sup> May 2017
	Evaluated by Governors	?
	Governor lead	
	Governor Committee	Children & Learning
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	Review Responsibility	Abigail Slade
	Links to other policies	FGB
	Status and Review	Three yearly

### **Context and Introduction**

There is much debate around the effectiveness of homework and research sources give little guidance as to whether there is positive impact on children's outcomes or if conversely the negative outcomes outweigh any impact for secondary aged pupils with SEN. As a school we only set homework if it achieves one or more of the following criteria:

- An opportunity to work independently to consolidate learning
- A chance to extend learning independently
- To provide a discipline where workloads increase (e.g. if your child is taking a higher level qualification)
- As revision or preparation for exams

We do not set homework for all children as a matter of course as we recognise this requires considerable support from a family member. In addition to this the approaches we use at school are specifically tailored to best meet each child's needs and may be very different from instructional methods that parents and families may use. We do not expect our parents to feel the responsibility of teaching specific skills or to learn instructional strategies to use at home.

### **Personalised approaches**

When setting homework we are keen to find out all the circumstances so that homework is manageable and appropriate, examples could include:

- Respite or after school commitments taking time
- Fatigue and tiredness after engaging all day in school
- The cross-over between home and school e.g. why should school work be done at home

Contrastingly we acknowledge that homework is important to parents for a range of reasons:

- Parents actively wanting to support progress (although acknowledging that they do not always know how to help)
- Activities to structure free-time after school as their child responds best to a routine
- To provide a similar and equitable structure to those of their siblings

At the start of each academic year teachers will discuss with parents the most appropriate homework arrangements and offer one of two levels. We believe that if each child takes part at the core level this will have noticeable impact and will support progress across the curriculum. For those parents seeking homework to provide routine and structure and in the absence of any identified homework from the teacher then we have highlighted an optional level.

Level	Frequency	Activity
Core (for all children)	3 x week for 15 mins	For a family member to engage in reading with the child. Any book or reading material that interest them. West Hill's reading approach does not use reading schemes.
Optional	2 x a week for 30 mins	<ul style="list-style-type: none"> <li>• Review a book / film / TV programme (using the following key questions to gain response - What? When? Why? Where? Who?) This could be verbal or written as appropriate</li> <li>• In shopping situations encourage your child to use money, name coins, accept change etc.</li> <li>• Using the Internet / books / questioning to research a particular topic of interest</li> <li>• Ask your child to use their "free writing book". Please request one from school if required</li> <li>• Expose and practise telling the time in real life contexts</li> <li>• Play a board game such as snakes and ladders</li> <li>• Play a matching game or pairs</li> <li>• Enhance and develop memory skills with games such as "I went to the shops and I bought..." / "I went on holiday and I packed"</li> <li>• Record an event / trip / experience by collecting pictures / memorabilia to stick into a scrap book</li> <li>• Encourage communication through discussion of weekend news which could be used in school. Helping your child to recall: What they did? Why they did it? Where they did it? When they did it? Who they went with? will aid in certain communication activities</li> <li>• Look at photographs of events to help pupils share their "news" in school</li> <li>• Complete puzzles ranging from wordsearches / dot-to-dot to Sudoku / Crosswords to develop visual perception skills to literacy and numeracy skills</li> <li>• Practise times tables</li> </ul>

At specific times in the year teachers may ask families to support their child's learning by sending in objects or photographs from home in connection with a specific topic or where possible to engage in a specific activity to support a topic.