



Compass PRU

Homework Policy 2020-21

Governors' Committee responsible	Teaching & Learning
Link Senior Governor	Chair of Committee
Link SLT	Deputy Head
Date Reviewed	October 2020
Next Review	October 2021
Linked Policies	E Safety Policy Acceptable Use if ICT Policy SEN Attendance Policy Anti - Bullying Policy Behaviour for Learning System

Our aim is to help all our learners unlock their potential in life and work

C Peer

Alison Glazier

Signed & date 07/10/20
Chair of Compass Governing Board

Head teacher

Equality Impact Assessment – initial screening record

<ul style="list-style-type: none"> What area of work is being considered? Upon whom will this impact? 	Homework Policy Curriculum – Teaching & Learning																																				
<ul style="list-style-type: none"> How would the work impact upon groups, are they included and considered? <table border="1" data-bbox="349 489 1312 741"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td></td><td>✓</td><td></td></tr> <tr><td>Gender</td><td></td><td>✓</td><td></td></tr> <tr><td>Disability</td><td></td><td>✓</td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td></td><td>✓</td><td></td></tr> <tr><td>Sexual Orientation</td><td></td><td>✓</td><td></td></tr> <tr><td>Transgender</td><td></td><td>✓</td><td></td></tr> <tr><td>Age</td><td></td><td>✓</td><td></td></tr> <tr><td>Rurality</td><td></td><td>✓</td><td></td></tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		✓		Gender		✓		Disability		✓		Religion, Faith or Belief		✓		Sexual Orientation		✓		Transgender		✓		Age		✓		Rurality		✓	
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<ul style="list-style-type: none"> Does data inform this work, research and/or consultation? And has it been broken down by the equality strands? <table border="1" data-bbox="349 924 1312 1192"> <thead> <tr> <th>The Equality Strands</th> <th>No</th> <th>Yes</th> <th>Uncertain</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td>✓</td><td></td><td></td></tr> <tr><td>Gender</td><td>✓</td><td></td><td></td></tr> <tr><td>Disability</td><td>✓</td><td></td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td>✓</td><td></td><td></td></tr> <tr><td>Sexual Orientation</td><td>✓</td><td></td><td></td></tr> <tr><td>Transgender</td><td>✓</td><td></td><td></td></tr> <tr><td>Age</td><td>✓</td><td></td><td></td></tr> <tr><td>Rurality</td><td>✓</td><td></td><td></td></tr> </tbody> </table>		The Equality Strands	No	Yes	Uncertain	Minority ethnic groups	✓			Gender	✓			Disability	✓			Religion, Faith or Belief	✓			Sexual Orientation	✓			Transgender	✓			Age	✓			Rurality	✓		
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<ul style="list-style-type: none"> Does the initial screening highlight potential issues that may be illegal? <p>No</p> <div data-bbox="349 1270 1330 1344" style="border: 1px solid black; padding: 5px;"> Further comments:- </div>																																					
<p>Do you consider that a full Equality Impact Assessment is required?</p> <p>No</p>																																					
<p>Initial screening carried out by Mark Fisher Alison Glazier</p> <p>Signed: <i>M Fisher</i> Dated 1/10/2020</p>																																					
<p>Comment by Headteacher:</p> <p><i>Alison Glazier</i></p>																																					

HOME WORK POLICY

Homework is a complex issue when looking at and addressing the needs of young people with complex and challenging needs. There are many practical and pragmatic issues that make the application of a homework system difficult to operate successfully and with purpose. In many cases the ability to complete homework at home may be limited, for others 'home is home' and 'school is school'. As such the concept of "homework" can seem alien and not tolerated. In such cases the setting may benefit from referring to homework as 'extended' or 'independent' study. For others homework is a worthwhile and engaging activity that supplies opportunity for further learning and gives parity with siblings and home based peers. It is essential that we get the right balance and help develop our young people in terms of their understanding, consolidation and transference of skills. Homework is one way in how this can be achieved.

In designing a procedure for homework it is essential that it has specific aims, these include:

- Opportunities to extend curriculum awareness.
- Opportunities to support accredited courses (e.g. GCSE)
- Opportunities to prepare young people for external examination.
- Opportunities to develop transference skills.
- Opportunities to consolidate the understanding of concepts.

The application of homework across the range of National Curriculum subjects for the sake of supplying homework is not appropriate in developing effective skill development, or productive in understanding learning outcomes. Homework can, and should, be differentiated to:

- The individual (where appropriate)
- The class group
- Subject

be appropriate and meaningful and supportive of the wider learning taking place in school.

In setting homework the following protocols should be followed:

School staff will:

- Ensure that the homework is clearly stated and limited directly to the content of that week's lessons.
- Ensure that its completion does not require external and prior knowledge of adults outside of the school to support, or aid completion.
- Allow time for young people to be supported in school.

- Allows a time frame for completion within designated school time (e.g. tutor time).

Young people should:

- Expect homework to be challenging.
- Expect homework to be associated with known and understood learning objectives.
- Expect homework to be directly linked to a communication aim/focus, accredited course, or content extension.
- Expect to undertake homework as part of their developmental progress across the school.

Parents / Carers should:

- Take an active part in regard to homework completion.
- Provide time and space for their child to complete homework.
- Give support and encouragement to help motivate their child
- Supply feedback to staff if homework is incomplete (i.e. too hard), or done swiftly (i.e. too easy).

Homework in:

(a) Key Stage 3 (ages: 11 – 14)

will be set by class teachers in a manner that allows it to be:

- A discrete piece of work but in line with topics being studied.
- An extension of the day's activity, to help consolidate skills.
- Completed in one sitting.

Young people should be supported in using in-school systems to help complete homework on time, such as:

- Lunch time
- Tutor time

Activities suitable for homework include:

- Self evaluation sheets;
- Specific worksheets related to the days lesson;
- Revision exercises to support further skills development (e.g. math tables, spelling etc)

Homework setting:

- Teachers will set appropriate homework for students that they can complete at home or by another means.
- Teachers will not penalise students for not doing homework, instead, rewarding those that make the effort to complete the extension work.

(b) Key Stage 4 (ages: 14 – 16)

Will begin to develop a focus that looks towards eventual transition and accreditation at the end of the key stage. It will therefore focus on:

- Opportunity to support coursework.
- Opportunity to practise skills being assessed within course of study.
- Opportunity to self-evaluate performance.
- Opportunity to evidence ability for sampled work and Progress files

Activities suitable for homework include:

- Sample questions for GCSE or equivalent
- Self evaluation sheets for units completed.
- Practice coursework.
- Individual projects for self study.

Homework setting:

- Teachers will set appropriate homework for students that they can complete at home or by another means.
- Teachers will not penalise students for not doing homework, instead, rewarding those that make the effort to complete the extension work.

Reward / Sanctions:

It is recognised that for some of our pupils the acceptance of homework will be a difficult concept. For many completing a task requires a motivator, or reward. Homework should only be rewarded through the use of the school's established reward system (behaviour for learning). Homework should NOT be used as a punitive system, or sanctioned. It is our belief that promoting the benefits and

rewarding the completion of homework within the setting is justified recognition of effort in line with the Group's wider Positive Behaviour Procedures

For GCSE students it is important that they recognise the need to complete homework as part of their overall course requirement if they are to achieve the highest possible grades.

Marking homework:

This requires a structure that will support day-to-day measurements of a pupil's ability as part of their overall attainment. Additionally it needs to provide positive reinforcement to continue motivation and effort above and beyond the reward system in place. This will occur at two levels:

(1) Formally assessed work:

- This will occur once per half term and form part of the school's overall assessment of coursework completed by pupils;
- The marking will be:
 - Linked to targets / levels / can do statements
 - Identify what it shows now and where it could be improved

(2) Informally assessed work:

- This will provide a simple marking of the work;
- Will include a positive / motivating comment and 2 Stars and a Wish

Summary:

- Homework is a complex issue;
- This system allows direct reward for efforts taken;
- This system can be fairly applied to all pupils at all levels;
- The level of work will be differentiated to the class and individual needs and settings, taking account of abilities, length of time required, programmes of study and externally accredited courses.