



Compass PRU

Homework Policy

Governors' Committee responsible	Teaching & Learning
Link Senior Governor	Mark Fisher
Date Reviewed	February 2018
Next Review Date (7 Years)	DCC led - await advice of next review – expected 2020
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

A handwritten signature in blue ink, appearing to read "C M Fisher".

31.1.2018 Signed & date
Chair of Compass Governing Board

A handwritten signature in blue ink, appearing to read "Alison Glazier".

31.1.2018 Signed & date
Head teacher

All policies can be found on the Compass 'R' drive in the Policies Folder

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"> <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 the initial screening highlight potential issues that may be illegal? <p>No</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;">Further comments:-</div>																																							
Do you consider that a full Equality Impact Assessment is required? No																																							
Initial screening carried out by Mark Fisher Alison Glazier																																							
Signed: <i>M Fisher</i> Dated 17/01/2018																																							
Comment by Headteacher:																																							
<i>Alison Glazier</i>																																							

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. Homework Club).
- Provide regular homework in line with the key stage homework timetable.
- Provide a designated setting to support access to homework completion.

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) EY / KS 1:

There is no recommended, or designated type or amount of homework at these early stages of school life. However children could benefit from individually differentiated tasks and activities that help consolidate concepts and supply a structure to learning styles. Additionally EY/KS1 children may have therapeutic programmes that would benefit from transfer into the home based setting. Schools will use their judgement in consultation with the home setting in regard to the application of homework/extension work for young children within these stages. The focus if applied should be less formal in nature and at this stage work towards the development and consolidation of basic literacy and numeracy skills.

(b) Key Stage 2 (ages 7-11):

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

- A discrete piece of work.
- An extension of the day's activity.
- Completed in one sitting.

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

- Homework club
- 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:

- Each class will receive English and Maths activities lasting **up to 30** minutes each maximum (subject to ability levels);
- Each class will receive homework on a weekly basis;
- Homework will be set once per week in each area

(c) 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:

- Homework club
- 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:

- all classes will receive homework in English and Maths which could take **up to 45** minutes each;
- all classes will receive English and Maths a **minimum** of once per week in each area;
- More able groups should receive additional homework in Science and ICT with activities up to 45 minutes long;

(d) 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:

- All classes will receive homework in English and Maths with activities **up to 60** minutes maximum (subject to ability levels) once a week **minimum**;
- All classes will receive homework for subjects studied at GCSE on a weekly basis.
- Where pupils are not studying for GCSE or operating at levels that allow them to do more in depth work for literacy and

numeracy the school will use its discretion to set the length and challenge of the homework in respect of the needs of the individual whilst still ensuring a minimum of one piece for literacy and numeracy per week

(e) Key Stage 5: (16+)

At this stage homework is no longer a discrete aspect supporting the curriculum. It should therefore have an end in itself to promote skills transfer into the real life setting. A key component of this for our students is in the acquisition and application of:

- *Communication skills.*
- *Literacy skills.*
- *Numeracy skills.*

However opportunities should therefore look at ensuring all activities meet one, or more, of these aspects. Homework needs to be able to reflect this more diverse approach to study. It should also reflect the ability and specific needs of the young person's curriculum.

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.