



**Corley Centre**

## **HOMEWORK POLICY**

The vast majority of students attending Corley Centre have a diagnosis of Autism. This must be taken into account when reviewing and implementing all policy procedures.

**This policy was reviewed in the Summer Term 2017 by the Headteacher.**

**The next review will be Summer Term 2021 *unless circumstances dictate that it should be reviewed sooner.***

Reviewed	Spring 2014
Reviewed	Summer 2017
Next Review	Summer 2021

# CORLEY CENTRE HOMEWORK POLICY

Homework contributes to a student's progress in school. It helps to raise standards of achievement and plays an important part in preparing students for tests, examinations and lifelong independent learning. It extends challenges to students and can maximise the effective use of teaching time in school.

Our homework policy at Corley Centre is:

- To promote a positive attitude to homework as a means of raising achievement.
- To set homework which is appropriate to the student's individual learning needs.
- To vary the type of task set to suit different student's learning styles and provide a range of learning experiences.
- To set homework carefully and clearly, allowing time for students to record the activity required.
- To assess the homework in line with the school's assessment policy. This includes marking and returning work as soon as possible, providing written and verbal feedback and rewards as appropriate.
- To take into account students autism and the affect this can have on working at home.

## Broad Aims

Our main aims in setting homework are:

- To help raise achievement: this is assisted through the additional study time which homework requires and provides. Well-set homework offers appropriate challenges based on the reinforcement, consolidation and extension of work undertaken in lessons.
- To increase motivation: students should be encouraged to undertake independent learning at home as an essential part of their education. They should be made aware of the link between good study habits, high standards of organisation and achievement, and examination success.
- To develop independent study skills: students are supported and encouraged to take responsibility for their learning and develop the skills, attitudes and confidence necessary to study effectively throughout their lives.

## Purposes of Homework

### 1. For students:

- Offers additional learning time to help them achieve higher standards.
- Enables them to prepare for future lessons through individual research.
- Gives them the opportunity to reinforce their skills by practising them.
- Offers opportunities to develop problem solving skills.
- Extends their learning and widens their experience.
- Enables them to pursue individual interests in subject areas.
- Helps them to develop study skills – including time management and planning.

### 2. For staff

- Homework is part of Corley Centre's assessment policy.
- Homework enables KS4 staff to maximise the use of lesson time as some aspects of work can be continued at home.
- Homework activities need to be varied to ensure that the many purposes which homework can fulfil are met.

## **Parent/Carer Support**

Parents can support students in completing homework by:

- Ensuring that positive working conditions for completing homework are available at home. This could include space with a desk or table, good lighting and no distractions.
- Support school in helping students understand that homework is an important part of their academic progress.

## **Monitoring**

### **Middle Leadership Team**

- To ensure appropriate KS3 homework menus are provided
- To monitor the completion of KS3 homework and the provision of appropriate celebration and rewards.
- To ensure through Progress Meetings that appropriate KS4 homework is being set.

### **Subject Teachers**

- During KS4 monitoring one to one discussions refer students to the Approach to Learning descriptors and ensure students understand the benefit to their learning and outcomes by completing learning outside the classroom.

### **Guidelines for staff on setting homework**

- Homework tasks should be set with the aim of encouraging self-motivation and independence.
- Homework should not be set in a hurry nor during the last few minutes of the lesson. Students should be supported and given appropriate time to record homework in their planner. However staff should remember that the planner belongs to the student and if they refuse to record homework this should be followed up with discussion rather than a consequence. Staff may only support students by writing it in for them with the student's understanding and permission.
- Homework tasks should be challenging but in line with student' ability.
- Tasks should take account of resources available to the student.
- Homework should not be given as a consequence.
- The aim should always be to generate positive attitudes towards homework and its part in raising achievement.
- In KS3 a half termly 'menu' of homework based around a theme will allow students to develop their learning skills. The 'menu' will cover a broad range of curriculum areas and offer opportunities for students to complete homework in a variety of styles allowing them choice of task. See example within Appendix one.
- In KS4 students should receive up to one hour per week for each accredited course they undertake.

### **Students who do not complete homework**

Corley Centre recognises that due to the needs of our students the completion of work outside of school can be a source of anxiety and conflict.

- Homework completion is positively encouraged and rewarded. This may be through the giving of SPLATS, comments shared in Celebration Assembly, notes home to parents or strategies individual to each student.
- Parents/carers should seek support around homework issues from the students' Pastoral Mentor.
- There are no consequences for not completing homework.

## APPENDIX ONE

### Example KS3 homework menu



#### KS3 Homework Menu: Spring 2 2017

Students should complete at least 6 activities from the choices below and return them to Mr Anderton by 31<sup>st</sup> March 2017

Knowledge and understanding	Apply	Question, compare and analyse	Create	Evaluate
Find 10 facts about St David or St Patrick.	Research and make a traditional Easter recipe	Compare the lives of St David and St Patrick	Create a design for a coat of arms or shield	Write an argument for or against holding the Grand National.
Find out why Easter is an important time for Christians	Describe how spring weather effects animals and plants	Compare how two different cultures celebrate Spring.	Design an Easter Egg and its packaging.	Some people say that Easter is more important than Christmas – discuss your views.
Record sunrise and sunset times for two weeks.	Record and present as a chart or graph sunrise and sunset times for two weeks. What do you notice?	Compare the lifecycles of a chicken and a frog	Photograph or draw an example of spring flowers.	Listen to the Four Seasons by Vivaldi. Explain how Spring sounds different to the other seasons
Find out why Easter moves each year.	Research what Lent is and why it is important.	Find a recipe for pancakes; adapt it for 2, 4 or 6 people.	Write an acrostic poem about Spring	Explain something that you have given up for a period of time, the reasons why and how it made you feel
Find out how long the Grand National is and walk/run the same distance	Explain how the Fibonacci sequence applies to rabbits.	Listen to Spring by Vivaldi, how does it make you think of spring and how does it make you feel? Write a short paragraph to explain	Create a card to celebrate Easter, Mother's Day or Spring	What does Spring mean to different cultures? What are the important symbols and how is it celebrated?