

## REDBRIDGE HIGH SCHOOL HOMEWORK POLICY.

The school is committed to working with parents to support our pupils in every aspect of their education.

There is recognition however that, for some of our pupils, home life and school life are very separate, for them, and that bringing work home from school can be a source of anxiety. For other pupils bringing work home particularly where they see siblings doing the same is a very positive experience.

The concept of 'homework' in the context of the curriculum of the school can be seen in the broadest sense to include work on behaviour, communication, independent living skills therapeutic regimes as well as core skills in literacy numeracy ICT and other areas of the curriculum.

The pupil's IEP is the focus of sharing priorities for learning. IEPs are set and assessed three times a year and annual reviews of the pupils' statement are the opportunity to discuss and share progress as well as suggestions for future priorities with parents.

The home-school book is the regular day-to-day contact for parents to be kept informed about work covered on a daily or weekly basis and for the school to be aware of issues in the home.

The issue whether to provide homework and what form it will take will therefore be decided on an individual basis for each pupil. The class teacher and parent will agree the amount, type and frequency of homework. This may vary from term to term and year to year depending on the circumstances of the pupil.

The whole school policy is therefore underpinned by the following processes.

- Class teachers will agree with parents the frequency and content of communication through the home-school book. This provides a valuable opportunity for parents to initiate communication with their children about what happens at school.
- Parents will be provided with a copy of their child's individual education plan and be given an opportunity to include any targets they

feel are important or appropriate for their child to work towards. Where behaviour management programmes are in place these will also be shared and agreed with parents.

- The school will provide support on a daily or weekly basis through award systems or other structures agreed with parents where the school has been made aware of issues around behaviour in the home.
- Where pupils are utilising augmentative or assistive communication systems i.e. PECs, makaton, switches, communication aids, the school will ensure that parents are aware of and supported with using those systems in the home.
- The school through, class dojo, or the home-school books, setting of targets in the IEP and reporting through the annual review will ensure that parents are aware of pupils' progress and achievements in terms of independent living skills thereby encouraging the continuation of the work in the home. Where pupils are on specific programmes to address particular needs i.e. toileting this will be agreed with parents.
- Therapeutic regimes particularly for physiotherapy will be negotiated through the relevant therapist to ensure continuity between home and school.
- Class teachers will advise on appropriate self-sustaining activities for pupils in the home.
- Where appropriate if pupils have progressed to basic literacy and numeracy skills class teachers will discuss with individual parents about the amount and frequency of work sent home with pupils.
- Specialist teachers wishing to send work for completion at home will communicate with parents through the class home-school books.

July 2018