



Homework Policy

Tribe: Always Stay Curious

The best interests of the child must be a top priority in all decisions and actions that affect children.

United Nations Rights of the Child Article 3

Purpose

Our school values individualised learning experiences in the learning pathways model for curriculum delivery. As part of our approach, we offer families the option to opt out of traditional homework tasks. Families choosing this option agree to support their child's learning through in-class engagement and customised at-home activities designed to reinforce communication, life skills and develop special interests and talents through clubs. This option aims to support students who may benefit from reduced after-school academic demands, fostering well-rounded growth in ways that best meet their unique needs.

Research

We are curious about the impact of homework on children and young people. Prior to embarking on this review staff consulted with parents, carers, staff and with students through our student council and junior leadership team. There is a range of research to support parents/carers opting out of homework activities given the specific learning and emotional needs of our children and young people. Alfie Kohn, author of 'The Homework Myth' assesses research on the impact of homework and outlines that educators should be more concerned with providing children and young people with time after school to grow socially, physically, emotionally and artistically—not just academically. Kohn challenges principals to rethink homework in 'The Homework Myth' outlining that **educators should consider the negative impact of homework including** 'children's frustration and exhaustion, lack of time for other activities, and possible loss of interest in learning.'

The most up to date information provided by Department of Education on homework and policy outlines that:

Schools are not obliged to set homework, and some don't. But when schools do set homework, children do need to do it. We trust individual school head teachers to decide what their policy on homework will be, and what happens if pupils don't do what's set. Policy and approach won't be the same in all cases. Autonomy for schools, and the diversity that comes with it, is at the heart of this government's approach to education. Ultimately, of course, the responsibility for a child's educational development is a shared one. Parental involvement makes a big difference, from the very earliest stage. In the early years parents can support their child's development through story telling, singing, or reading together

Damian Hinds: Education Secretary

Rationale for homework in Ardnashee

What is homework?

Traditionally homework refers to tasks given to students by their teachers to be completed at home. Common homework activities might include reading, spelling and number facts but may also be more extended activities for subject areas in post primary and may include tasks to develop more independent life skills. In Ardnashee School and College we offer education to children and young people with a range of learning needs and therefore a traditional approach to homework will not best serve the needs of all our learners.

As a school, we aim to involve parents, care givers, teachers and students in the homework policy. All staff are expected to encourage children to pursue out-of-school activities as part of their extended learning from school. It is important that children of all abilities are set appropriate homework according to their ability and in an appropriate format taking into consideration the emotional well-being of children and young people when agreeing home based activities.

Homework Policy

Communication is at the centre of all learning for our children and young people and class-based strategies including speech and language plans to improve communication should be practiced at home. We encourage all families to provide opportunities for shared or independent reading and communication activities as well as life skills opportunities to promote independence alongside personalised learning plans. Our learners are unique and individual and therefore homework will not look the same for each individual student.

Homework will be set with the following aims:

- To consolidate and reinforce communication skills at the level your child is working at using the strategies established in school
- To consolidate and reinforce numeracy skills at the level your child is working at
- To promote opportunities for shared and independent reading at a level suitable to your child or young persons learning level
- To encourage participation in hobbies of a personal interest to your child outside of school to develop their talents, special interests and social skills
- To encourage sharing of weekly news for Monday Good Morning Programme to celebrate things that were important to each child from the weekend with their peers

Recording homework

Staff may provide homework in the following formats:

1. ASC Reading log
2. Seesaw for parent and carer invite to engage with weekly news – (e.g sending a photo)
3. Homework book for literacy and numeracy tasks (if appropriate)
4. PLP targets with set for home-based target. This may include targets for personal care leading to independent skills in this area. This could include life skills activities to promote independence with tasks at home.

Frequency of homework

1. Reading tasks (daily for the reading programme OR encouraged night time read led by parent/carer)
2. PLP tasks (as appropriate depending on target the learners is working on)
3. Practicing communication strategies (encouraged daily for all learners)
4. Written tasks (once per week for literacy/numeracy if appropriate)

Homework feedback

Staff are committed to providing feedback on written homework in a format that is best received by your child/ young person. They will:

1. Sign written homework and use positive emoji for student contribution
2. Comment on home tasks in the evaluation section of Personal Learning Plan
3. Comment on seesaw if contributions for daily news tasks are set and returned from home such as photographs when participating in hobby activities outside of school.
4. Corrections where required on written tasks.

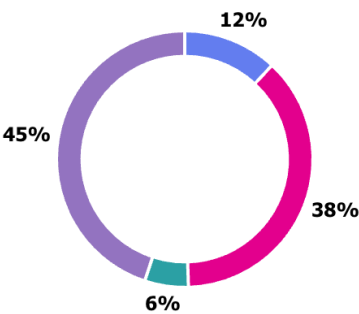
Opting In and Opting Out

Supporting the emotional well-being of our students is a priority therefore if a child is unable to manage school related tasks at home we appreciate your feedback during parent- teacher meetings. A record will be kept on whether parent/carer/ student chooses to opt in or opt out of homework activities however teachers are required to encourage reading and communication tasks (at the students level) and/ or tasks promoting independence with functional life skills which will support personal learning plan targets (PLP). This is an area parents/carers can review with the class teacher throughout the academic year. We encourage a discussion about out of school activities annually with teachers and parents/ carers.

6. How often should your child receive homework?

109 Responses

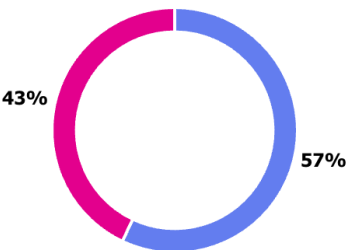
Daily	13
Weekly	41
Monthly	6
Never	49



If Ardnashee provide a homework policy for reading tasks or reading programmes including pre reading suggestions with a reading record for parent to complete I will:

107 Responses

Opt in for my child to receive homework	61
Opt out for my child as this does not best serve their needs in the home environment	46



Parent- Carer Meeting

Date of meeting:

Time of meeting:

Form Tutor:

Parent/ Carer Name:

Pupil Name:

Year group:

After a summary of how summer went, any changes and any concerns staff should use the tick list to ensure early information is given on the following areas. Please ensure from hand over with previous teacher (if applicable) you understand what reading level – reading programme and general level of learning each pupil is at. Please also be aware of the learning pathway and pastoral pathway each learner is on. It would be good to discuss this with your parents using the visual pathways chart.

Areas for Discussion	Tick List
1. Discussion of previous PLP targets and possible areas for personal pupil goals Term1 from parent	
2. Parent- Carer signed up for Seesaw App 2024-2025	
3. Data Collection sheet completed	
4. Overview of curriculum and assessment arrangements for Key Stage with Term 1 project title shared	
5. Homework policy	
6. Finance overview for weekly snack, swimming and travel training	
7. Link provided for school policies including safeguarding and child protection	
8. AOB: Concerns or needs raised by parent- take notes (view on homework recorded):	

Please keep in your learning pathways teacher folder as a record of meeting notes.