



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

HOMEWORK

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' Opening Doors To The Future ' ' Agor drysau i'r dyfodol'

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MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

Homework Policy

“Homework is not a statutory requirement. However since 1998 all schools are required to have a written home – school agreement, explaining the respective responsibilities of schools and parents/carers in raising standards. Homework usually forms part of this agreement.

Estyn refer to homework as any learning activity that pupils are asked to do outside of normal lesson time, either on their own or with support from parents and carers.

This policy is designed to set out Greenfield School’s approach and expectations in relation to homework and should be read in conjunction with the policies for teaching and learning and assessment. Termly parent’s evenings are used to explain to parents the schools approach.

Homework for pupils with Special educational needs

Finding out how children learn can help to ensure opportunities for learning and reinforcing skills are maximised both in school and at home. Many of the pupils at Greenfield have additional sensory difficulties and the opportunity to maximise learning in every situation is crucial. Therefore Greenfield school sets individual education plans for all pupils and these are shared and agreed with parents. This provides an opportunity for about three objectives every term for each child to be worked on at home and in school.

The value of homework

Homework is now established in many schools both primary and secondary. The main value of homework is to help parents and carers

- Develop a culture of learning
- Work in partnership with schools
- Understand the ways in which children learn and, in particular, extend the understanding of learning through play activities
- Contribute to children's learning
- Consolidate where appropriate work covered in lessons
- Access books and materials to support learning.
- Help pupils as appropriate develop the skills of independent learning.
- Allow pupils to work at a pace that is appropriate to their abilities

“The process of early mutual sharing of learning is developed throughout the child's education. Parents and carers become more aware of the learning strategies and demands of the curriculum and are able to encourage their children. Importantly, parents and carers also become learners and their own skills are enhanced.” Estyn

What type of homework is set

- Individual education plan (IEP) targets. These are agreed with parents/carers and all can be practiced at home
- Structured reading scheme books. These will also be sent home regularly depending on the needs of the individual. Some children will have a reading book sent home on a weekly basis where appropriate. Pupils who are using reading schemes such as Read Write Inc will bring these books home.
- Secondary age pupils where appropriate will receive homework related to the curriculum covered usually to support the development of key skills or a particular topic studied. For some pupils it may be inappropriate to send home a formal piece of homework. These pupils will be developing their skills through more informal homework which are linked to IEP's
- Use of a range of situations that parents may involve their pupils in e.g. shopping to develop money handling skills, visits to the park to develop physical skills, visit to the hydrotherapy pool to improve muscle tone.
- Use of computer programmes. Where appropriate teachers may recommend programmes or internet sites as appropriate for pupils. Some children will be working on switch access to control programmes and parents/carers are supported by school to select and use appropriate resources with their children.
- IXL Maths- Online based software for Numeracy. Pupils who are working at P level 6/NC outcome 2.
- Homework menu (KS3) Starter, main and dessert. Pupils choose homework from a menu that is differentiated.
- IPC curriculum- “Entry Point and Exit point” Parents are invited in school in each key stage at the beginning and end of topic. This is to celebrate the pupil's achievements and to set the topic planning for next term.

How much time should be spent on homework?

At Greenfield school we do not set a specific amount of time for homework for pupils but work on a more individual basis depending on the needs of the pupil and family. This is discussed with parents at the regular termly parents evenings that take place at school.

In each department within the school the amount of homework and content will depend on individual needs which may vary within classes.