



## **Home Learning Policy**

This policy was rewritten following a meeting of the Parents Forum attended by the Home School Co-ordinator and a Staff Meeting at Beacon Hill.

Parents, in the context of this policy, can be taken to mean biological parents, adoptive parents, long term foster parents of other carers who have full parental responsibility for a child.

This policy fulfils the following aims of Beacon Hill school:

- That has high expectations for continuous improvement in order to raise standards for pupils
- That actively develops parental partnerships for the benefit of the pupils
- That positively promotes and encourages independence, self confidence and self advocacy.
- That gives pupils the skills and opportunities to make informed choices.
- That celebrates achievement for all.

### **The Aims of Home Learning**

To raise pupil achievements.

To help pupils develop habits of independent learning

To involve parents in their children's learning

To give time for practise and over learning

To increase home school communication

To value the wide range of pupil learning activities

To generalise skills in different settings

### **Principles**

- Pupils at Beacon Hill have a wide range of needs and traditional homework may not be relevant to them. However they will benefit from planned home learning and will be given opportunities for this.
- All pupils will receive regular planned and recorded home learning. This can take the form of formal tasks such as reading or a more practical task such as helping to set the table at home.
- Ideas for home learning opportunities are included in the weekly newsletter.
- Home learning must be a positive experience for all. It is important that it does not become a cause of upset and concern in families or between home and school.
- Home learning forms an important part of the Home/school agreement.
- Home learning will be included on every pupil's IEP each term.

- It is important that home learning is consistent across classes and departments as this values the work that parents do at home and that staff do preparing and marking the work.

### **Guidelines**

- Where home learning is set as part of a pupil's IEP the teacher needs to ensure that parents have the correct equipment at home.
- Home learning tasks need to be differentiated and the language used should be clear to parents. 'Reading' can be interpreted as being able to read a text independently or reading along while an adult reads.
- Home learning will be age appropriate - student at Post 16 need to practise independent living skills.
- Work for pupils with ASD will consider the triad of impairment and will be suited to their individual needs and learning styles.
- Pupil's home learning will be monitored as part of the ongoing school self evaluation cycle
- Information about this policy will be part of Teachers and Teaching Assistant induction.
- Home learning will not be 'new' learning. This needs to be taught in school where understanding and mistakes can be carefully monitored. Home learning is the practise of learning and reinforcement of understanding in another context.
- The home-school book and student planners will be the method of communication used for home learning. It is important parents inform school if pupils are finding the work easy or difficult. Teachers could use stickers to inform parents of when the homework was set and when it is due in to school.
- Parents should have the opportunity to evaluate their child's progress towards the home learning on their IEP by letter which comes out to them with the IEP.
- Written homework will be marked positively and pupils will be involved in and aware of this marking.
- Reasonably priced bags, to ensure home learning travels between school and home safely, are available to buy from school.