



Date of Policy: April 2023

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Updated by: Mairead Standring

Homeworking Policy at Oaklands Students:

At Oaklands, we are committed to supporting parents at home by setting appropriate homeworking activities that bridge the gap between learning at school and home. Our aim is for the progress made at school to be generalised outside of the school environment. The ultimate goal of homeworking activities is to further the attainment of students. This policy applies only to homeworking when the school is operating under normal circumstances.

For all students, homeworking activities are directly linked to their termly IEP targets. Every term an 'IEP Homeworking' sheet is stuck into each student's home-school communication book. The 'IEP Homeworking' sheet lists all the termly IEP targets for each student (5 targets in KS3, 4 targets in KS4/KS5). For each target, the class teacher will suggest homeworking activities to do at home to support progress towards this target. If required, the class teacher will prepare and send home resources and materials to support the parents with the activity. Parents can request further materials (for example more PECS symbols) by writing a request in the home-school diary.

The suggested homeworking activities on the 'IEP Homeworking' sheet should include functional activities that aim to consolidate and reinforce skills that are being developed at school. As activities are directly linked to each student's IEP targets, they will be differentiated, achievable and tailored for specific needs and learning styles. For more-able students, suggestions should be focussed on activities that students can complete independently, or with minimal support once the task is familiar. However, for less able students, it is likely that some activities may require more involvement from parents.

Class teachers may also provide additional homeworking tasks as appropriate to the students. This may include homeworking that is directly linked to learning activities that are occurring in school at the time e.g. sending home instructions to cook the lasagna that they are learning to prepare at school. Additional homeworking may also take the form of supporting parents with behavioural issues or development of skills at home, as when they arise. Such instances provide opportunities for school to collaborate with parents/carers to develop a consistent approach to tackling a particular area of challenge. This could include creating social stories to support a child to get on to the bus in the morning, or sending a visual work-system home to remind students what to bring in their school bag etc.

For some students, class teachers may choose to set extra work to be completed over the holiday period. The newsletter always includes holiday homeworking challenges. Further homeworking activities are regularly uploaded to the Home learning area of the school website. Each curriculum team (Cognitive, Communication, Independence, Physical and Sensory, Social and Emotional) contributes activities, videos, resources and links related to homeworking for their curriculum area. Class teachers can also set further homework if parents/carers request it.

Homeworking is not compulsory but staff should make appropriate attempts to engage parents/carers in the uptake of homeworking (see home/school agreement). The homeworking policy should be viewed in conjunction with other policies including the Home/School agreement as well as policies relating to areas of the curriculum.

IEP Homeworking sheet KS3 example:

<p>Student: KS3 student Class: KS3 class</p>
<p>Communication target: To be able to construct three word sentences using his PECS book in various contexts across the curriculum, differentiating between a field of 2-3 verbs in order to make requests and answer questions.</p>
<p>Homeworking activities: Look at photographs of family or familiar places together. Use symbols to answer questions about the picture e.g. what is mum doing? Answer by sequencing subject, verb, object/place sentences with colourful semantics – e.g ‘mum walking park’</p>
<p>Cognition target: To develop his vocabulary so that he is able to match, differentiate between and meaningfully use at least 30 symbols and 5 printed words</p>
<p>Homeworking activities: Play games where he is asked to find symbols/object around the house when given the word Learn the Makaton signs for household objects together, then see if he can show you the correct sign when you show him the object/say the word</p>
<p>Independence target: To independently engage in a whole class or group activity lasting 5-10 minutes, following a sequence of instructions or completing a sequence of actions when supported by a visual work system.</p>
<p>Homeworking activities: Take part in a game or activity with family for 5-10 minutes</p>
<p>Physical and Sensory target: To develop his fine motor skills so that he is consistently able to overwrite or copy a circle</p>
<p>Homeworking activities: Practice unfastening and fastening the zip and buttons on his coat when leaving/returning home</p>
<p>Social, Emotional and Mental Health target: To learn the names of students and staff in class and be able to hand things out to them when prompted ‘give it to...’ with 50% accuracy</p>
<p>Homeworking activities: Help at home by giving things out to his family e.g. at meal times, by taking clean laundry to the correct room, by delivering a drink to a family member in another room</p>

IEP Homeworking sheet KS4/KS5 example:

<p>Student:</p> <p>Class:</p>
<p>Independent Living target: To make payments independently when purchasing items in a shop, up to the value of £10, using notes and coins</p>
<p>Homeworking activities: Role-play paying for items using real money e.g. buying a drink and a sandwich Pay for items independently at the checkout when out shopping at the weekend</p>
<p>Preparation for Employment/Further Education target: To participate in a practical task with a peer, maintaining focus for up to 20 minutes</p>
<p>Homeworking activities: Help to prepare a simple meal with a family member or friend Help to tidy and clean a room with a family member or friend Complete a jigsaw with a family member or friend</p>
<p>Participation in Society target: To access at least 3 community settings (e.g. cafe, leisure centre, cinema) with decreasing support</p>
<p>Homeworking activities: Use a map (e.g. Google Maps), to plan a route to a community setting (e.g. leisure centre) by foot and/or public transport Ask for information/place an order in a community setting independently</p>
<p>Health target: To take part in at least two physical activity sessions per week, additional to weekly PE lessons, of 20 minutes or more</p>
<p>Homeworking activities: Go for a bike ride with a family member or friend Take part in an exercise session at home following a video lesson e.g. from school website Take part in a physical activity at a leisure centre e.g. swimming (link to Participation in Society target).</p>



Date Agreed by Governors: _____

Signed by COG or Chair of Staffing & Curriculum Committee:
