

# Oakfield School

***DRAFT***

## Homework Policy



Reviewed  
January 2013

To be Reviewed  
January 2014

## School Context.

A 35 place residential provision for Oakfield Special School was opened to students on 7<sup>th</sup> January 2013. Its purpose is to support identified students within the Oakfield cohort that require additional support of a 24 hour curriculum to enable them to engage in learning, achieve and attain. The provision consists of 6 houses. This offers flexibility to meet the needs of different cohorts of students.

As a central part of the school all school policies apply within the residential provision and have been thus amended to take into account the provision. All residential policies have been written specifically for the new school and tie in with the existing policies and ethos of the school.

The Oakfield curriculum encompasses all opportunities for learning within the school day. Ranging from timetabled lessons, recreational times and lunchtimes provide valuable opportunities to develop appropriate interactions between year groups, teaching groups and adults. This is central to the promotion of quality relationships, attitudes, appropriate behaviour and the general quality of life.

### The Curriculum of Oakfield School:

- guarantees a defined set of educational experiences;
- seeks to achieve a coherent progression between key stages;
- allows for equality of opportunity and the realisation of individual potential;
- allows pupils to achieve within the scope of the National Curriculum;
- seeks to provide, through well-designed schemes of work, a worthwhile educational experience for all with measurable attainment and progression;
- is subject to a programme of audit, monitoring, evaluation and review;
- features in the Performance Management Cycle.

Learning is a partnership between adults in school, parents, students and the wider community. The ethos of the school is reflected in a curriculum model based on experiencing success and helping each student to gain self-respect, self-confidence, self-reliance, self-esteem and the realisation of realistic ambitions.

## **Homework.**

Oakfield defines homework as educational work or activities that occur outside of the normal school timetable, and that homework is valuable in motivating and extending the pupils' ability to work independently.

To give pupils the opportunity to develop their basic skills where appropriate.

Most importantly in extending and enriching the curriculum.

Many of our students at Oakfield School have not enjoyed a positive educational experience prior to admission resulting in low self-esteem and a feeling that no matter how hard they work they will not make progress. Some of them have experienced long breaks in attendance at any formal educational establishment or very erratic attendance patterns. Their ability to commit themselves to a structured curriculum is often impaired because of their many and varied negative experiences both in and out of school.

However, rather than seeing these issues as reasons for ignoring the potential for setting homework, or not recognising the benefits, it is acknowledged that homework is an integral part of the whole process of providing a meaningful educational experience for all. It is accepted that incorporating homework into the whole learning experience is a desirable aim and subject leaders will foster the development of a culture where homework being issued is acceptable to both students and their parents/carers.

Homework is an additional assessment opportunity and is recognised as such. However, it is important that homework does not become an added burden to students. Sanctions will not be imposed for non-completion of homework but students are able to earn points which are added to the Merits System and therefore enable them to achieve a greater number of merits in a shorter space of time.

Homework is not set to a rigid timetable across subjects but rather, as with all aspects of school life, is set according to individual need.

Homework is set:

- When it is necessary; to complete class work or to do preparation work for external Accreditation

- When it extends or enhances the learning experience
- When it offers opportunities for students to acquire or practice basic skills which enable students to fully access the curriculum
- At the request of students and/or parents.
- Consideration is taken of the resource implications of homework in particular the fact that some students are less able to take care of costly or difficult to replace source materials.
- Students at Oakfield School have far more opportunities than many of their peers in mainstream schools in respect to the facilities available for the completion of homework.

Students are able to access:

- Out of School Hours Activities.
- Lunchtime and break time sessions.
- One to one booster sessions.

Facilities available for extra curricular study include:

- The ICT room,
- The Food Tech room
- Sports hall and Gym
- Off site classroom.
- Art room.
- Science Lab

In addition the teachers and support staff are available to pupils who want some individual tuition outside of normal lesson hours, thus most areas of the curriculum are available to the students.

As in other areas directly related to the well-being, attainment and progress of their child we seek the support of parents/carers in the completion and return to school of work.

Online Facilities.

Oakfield is developing a system of online homework provisions accessible by any child who wants to study any subject area out of normal school hours. This includes:

- MyMaths
- SumDog
- SAM Learning