

# Oakfield School

## 51. Homework Policy



To be Reviewed:	January 2022
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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 rather they are rewarded for completing homework either as a class or a residential house on a termly basis. Homework is set on a weekly basis (handed to pupils on a Monday and due in for the Friday – before 9.00am) for core subjects (English and Maths) and one additional subject (on a six week rolling program).

Additional Homework maybe set:

- 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.

At Oakfield we are aware that not all students are able to complete homework at home for various reasons and so students are able to access sessions staffed by subject specific teachers and support staff throughout the school day and in the residential.

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.

This Policy was reviewed January 2020.

Signed: .....

Mr Lee Morfitt (Chair of Governors)