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 Homework Policy

Written: November 2021

Date of review: September 2024

Bardwell Lead: Matthew Selsdon (Interim Headteacher)

Signed LAB:

Signed TGT:

**AIMS**

* To help develop, consolidate and support pupils’ learning
* To develop good work habits and encourage pupils to take ownership of their own learning
* To involve parents, carers and other adults in their child’s learning
* To provide an opportunity for further home/school dialogue
* To allow pupils the opportunity to develop their own interests

**PRINCIPLES**

Bardwell School does not set homework. We recognise that the students are challenged in their learning throughout the day and that there are many ways for children to develop socially, emotionally and academically outside of school. However, we do support the use of homework as a way of reinforcing and extending what is learnt in school. Most importantly, we value it as a way of providing a context for pupil and parent/carer interaction. We firmly believe that homework needs to be relevant to the individual needs of each pupil. Our policy is therefore designed to be flexible, user friendly and aims to safeguard against creating homework that could become an arduous task for pupils, parents or teachers.

**PRACTICE**

We do not set homework although we do recognise that activities such as sharing books for short periods of time can be both enjoyable and valuable for many of our children.

The pupils are challenged in their learning throughout the school day. Therefore, work of an academic nature may not always be appropriate and homework may take a variety of forms.

Multi Me offers a wealth of information about the learning objectives for all students in school. At the end of each term, teachers will post their assessments for each child’s progress towards these learning objectives. In the meantime, families can work on these objectives in the home setting, possibly posting text, photos and videos to contribute to learning objectives on Multi Me. This should be the primary means by which families address learning in the home with their child.

Teachers, in consultation with parents/carers, will be happy to suggest the types of activities that would be the most beneficial but will not formally set and mark work.

Instead of rigidly adhering to a homework timetable, the ideal situation is for parents/ carers and children to spend quality time together playing and interacting with each other while reinforcing school learning. If the children do not enjoy the quality time spent together then learning is unlikely to take place.