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1.0 INTRODUCTION

The purpose of homework, ‘home learning’ at Baston House School is to:

- Reinforce the work covered in class in different ways
- Access resources not available in the classroom
- Further research topics covered in class
- Have an opportunity to work independently
- Demonstrate progress and understanding for moderation
- Provide feedback in the evaluation of teaching
- Enhance their study skills e.g. planning, time management and self-discipline
- Attempt to take ownership and responsibility for learning
- Engage parents in the pupils learning at school
- Create channels for home school dialogue
- Support examination requirements: mainstream peers will complete homework and if our students do not, they are automatically at a disadvantage.

Homework is not “busywork” nor should it be a replacement for work not covered in class.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0 DEFINITION

Homework should be as well presented as possible, completed to the highest standard achievable, and handed in on time. Staff will always gauge the level, amount and frequency of homework to ensure pupils’ anxiety levels are not unduly increased. If pupils show signs of struggling to meet the requirements of their workload for any reason, staff and parents will support the pupils.

See Appendix A for reasons why pupils with autism struggle with homework



3.0 HOMEWORK TASKS

The task that a pupil receives for homework is set at the discretion of the subject teacher, who should ensure that the homework given is both meaningful and useful for the pupil who receives it.

The following are examples of possible homework activities:

- Reading or continuing with a reading scheme
- Rehearsing social activities
- Occupational therapy activities, such as handwriting schemes
- Activities that support targets outlined in the pupil's plan
- Using ICT
- Consolidation of work in class
- Reflective journal or a diary
- Completion of course work assignments
- Research
- Drawing
- Recording

4.0 INCENTIVES & SANCTIONS

It is encouraged that form tutors develop positive reinforcement strategies that provide specifically for the pupils within their group. Additionally, the school provides the following incentives:

- Special mention certificates to be presented each week at a whole school assembly
- The opportunity for verbal praise from the Headteacher or Deputy Headteacher / Assistant Headteachers, who will meet pupils individually to praise them for good work

5.0 RESPONSIBILITIES

Role of Teacher

- At the beginning of each academic term parents will be informed of homework expectations
- Set homework according to the timetable
- Provide an incentive for the pupil to complete the homework
- Provide simple and concise instructions
- Set deadlines for completed work
- Mark homework according to school's Marking Policy
- Provide support for parents and pupils with homework

Role of Pupil

- Record their homework
- Demonstrate that they have put effort into their work
- Attempt homework to the best of their ability
- Return homework to their subject teacher/form tutor to be marked

Role of Parents

- Provide the necessary support for their child when completing homework
- Communicate and collaborate with the class teacher as to how their child is responding to homework, and to discuss any possible areas of improvement and how they can assist.
- If a child is unable to complete the homework on time or is having difficulty, then the parent should contact the teacher



Role of Management

- To assist teachers and parents in finding the best possible avenues to embrace homework so that it is a positive learning experience.



APPENDIX A: WHY DO SOME PUPILS WITH AUTISM STRUGGLE WITH HOMEWORK?

WHY DO SOME PUPILS WITH AUTISM STRUGGLE WITH HOMEWORK?

- Some pupils with autism have to concentrate on the extra demands of responding to their environment and the people within it, leaving pupils emotionally and intellectually exhausted by the end of the day.
- There is a distinct difference between school and home, some pupils with autism can be compliant and quiet at school yet become aggressive and intolerable at home.
- Pupils with autism can struggle with time-management, often making it difficult to delegate how much time should be spent doing an assignment.
- Work that is easily completed at school can be extremely difficult at home due to the change of setting and the prompts that existed within the school setting.
- Many pupils with autism are not able to look at a task and discern the sequence of steps the task needs to be completed.
- Parents have to sustain a great deal of stress from their children after a hard day at school. If the high stress-levels of pupils are matched by high stress-levels of the carer, the potential for family conflict rises, impacting on a negative attitude towards homework for both parties.
- Some pupils with autism do not know when to stop researching, do not cope with lack of structure or have an inability to make choices: all of which affect the homework they produce.
- There may be a lack of differentiation and/or personalisation in homework for specific pupils.
- Pupils with autism may have difficulty remembering exactly what was set for homework and remembering relevant information during homework, a characteristic of impaired executive function.
- Pupils with autism may have difficulty getting started or knowing what to do first.
- Procrastination can be an issue and a parent may have to supervise the start of the homework.
- Children with autism are notorious for their difficulty coping with frustration and criticism, and their inability to manage their emotions. They can become quite agitated when confused or having made a mistake.