



Northern Counties School HOMEWORK POLICY

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Version Control Tracker

Version Number	Date
1.0	October 2023
2.0	September 2024

1. Introduction and aims

2. Homework at Northern Counties School

3. Roles and responsibilities

4. Homework for curriculum pathways

5. Reading

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1. Introduction

At Northern Counties School (NCS), opportunities for homework can be an effective tool to reinforce learning that has taken place within the classroom environment. It can offer a way for parents and carers to share in their child's education and can promote a learner's functionality of independence skills.

Aims

Through this policy, we aim to:

- Ensure parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- Improve the quality of the learning experience offered to pupils and extend it beyond the classroom environment.
- Provide opportunities for parents, learners, and the school to work together in partnership in relation to learning.
- Encourage learners and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practice or consolidate basic skills and knowledge, especially in English and maths.
- Encourage learners where appropriate to develop the responsibility, confidence and self-discipline needed to study independently.

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Post 16

Within post 16, learners are developing independence and daily living skills through the Preparation for Adulthood curriculum. It is essential that our learners can generalise these skills and transfer within a wide range of environments and contexts to support their transition to adulthood. Learners have focused outcomes aligned with EHCP plans shared with parents and carers regularly along with learning strategies and therapeutic approaches being implemented to support this. Through close liaison between home and school we can identify opportunities to extend learning and build upon skills to support progress towards outcomes. This is tailored individually matched to learner's specific needs. As an example, this may be following a personal hygiene routine, practicing a daily living skill such as hoovering or making a snack or meal within the home environment. Alternatively, this may be applying money or time skills within the community shopping or accessing public transport or further developing social and communication skills by accessing a community leisure facility or group. Class and therapy teams work to support the facilitation of this by providing appropriate resources such as visual support and communication systems.

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