

Home Learning
Policy and Guidelines

Rationale

Percy Hedley School offers a holistic approach to learning aiming to develop students in all areas. Academic progress runs alongside physical and emotional development as students mature and grow. Many of our students find the generalisation of skills a real challenge and need regular opportunities to practice taught skills in a range of settings. As such home learning has a real importance in the life of a Percy Hedley School student.

Whilst some home learning may follow the traditional route of academic reinforcement through reading books, spellings or maths worksheets; for some students, reinforcement of everyday life skills such as dressing, shopping or physiotherapy tasks may be more appropriate.

It is our intent to ensure that school learning, in the more academic sense, is usefully reinforced by some work done at home. It is however, vitally important that a balance is struck between the need to reinforce and extend academic and other learning and the need for children to have time to socialise and follow interests other than those of school. We recognise the difficulties some parents may have in dealing with their child's specific needs, where time is limited due to high care needs.

We recognise that as pupils grow older and are more able to work independently or to give guidance to a helper, it may be expected, in this sense that the amount of home learning will gradually increase. Parents will be informed of the class home learning timetable where appropriate, and they will be given help and support in order to facilitate the successful completion of any set tasks.

Aims

- To extend and reinforce skills/knowledge learned in school.
- To ensure parents are informed of the work/activities undertaken in school with a clear view of how they can support their child at home.
- To provide appropriate and meaningful opportunities to continue learning at home as appropriate.
- To meet the priorities for the development of all pupils including independence, thinking, curriculum topics, life skills, communication, gross and fine motor skills.
- To liaise closely with parents, therapists, outside agencies including if necessary the L.A. and relevant staff in school to

ensure the home/school links are established and yielding positive results.

- To give credit for home learning successfully completed and provide and facilitate systems to support home/school work (home learning club).

HOME LEARNING GUIDELINES

These guidelines are a reflection of the practice throughout the school. They should not dictate the home learning to be set as this needs to be sensitive to the pupil's individual needs and their home circumstances.

For some pupils lap top computers, computer software and switches go home periodically to assist pupil's output.

Home learning resources are available in school. These resources are for specific home learning tasks. These resources have been devised, purchased in consultation with parents, teachers and therapists.

Specific tasks linked to some element of 'special' work will be sent home periodically. This work will include foundation curriculum subjects; i.e. linked to art and design work undertaken with community artists etc.

Conductive Education Department
Parents receive regular newsletters, which informs them of the current topic and ideas for activities to be carried out at home. This may be arranged through the home school diary. Specific pieces of work or activities will be sent home; i.e. stories, fine motor tasks, etc. periodically throughout the school year. Tasks set will be of a practical nature i.e. games, play activities, stories and as students develop, linked to more functional activities.
Speech and Language Department
Home learning forms a part of the process of investigation of what children are able to do, understand and respond to. Arrangements through the home-school diary will include home learning on pre-reading/exercises, reading practice, number as well as language work. Activities undertaken may often be in the form of games which parents and children may play together. As the students move into Key Stage 2 they will receive a minimum of one piece of work per week.
Key Stage 4 and Post 16
A continuation and extension of home learning patterns established in Key Stage 3 is the norm. Emphasis from therapists and teachers is on consolidating skills and comprehension development linked to the curriculum. English and maths home learning is sent home weekly. This is supplemented by specific pieces of work appropriately.

Home learning at Key Stage 4 is linked to the external accreditation syllabus. This includes a wide range of curricular topics. Parents are given guidance on the accreditation undertaken and the links home learning has with accreditation and life choices on leaving school. Home learning tasks will be set in line with course requirements and that is an expectation that students will revise at home or at home learning club.