



BRIGHT FUTURES SCHOOL HOMEWORK STATEMENT

At Bright Futures School, staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the day. We acknowledge that for most of our pupils, if not all, formal homework is not appropriate and may cause resentment, friction and conflict.

Homework is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or guardians and which effectively reinforces and /or extends what is learned in school. We value the time children spend with their families, therefore, the school does not believe that homework should get in the way of pupils' participation in other enriching activities such as sports, hobbies and visits. We are also mindful of the need to encourage children with autism to pursue and take part in out-of-school activities, individually and socially , for example, swimming, football and other physical activities, drama, music, such as those offered by local groups in the Oldham area.

For these reasons, our policy at Bright Futures School is **NOT** to set formal homework, but to develop pupils' interest in their own learning and encourage self-direction and motivation to further extend upon what is learned in school. With this in mind, parents are asked to regularly view and discuss the session outcomes recorded in pupils' communication books and if desired, further research and extend learning in these areas.

Knowing that most of our pupils need some support to complete school work, we do not wish to place extra un-necessary demands on them or their parents.

There may be times when pupils are asked to research items at home or activities are sent home to share with families, or requests may be made to families to send in objects or photographs from home or watch a TV programme in connection with a specific school topic which will encourage pupils to develop and consolidate learning in their own time. This approach aims to support children's growing perception about their ability to complete a task outside the school environment. It also fosters the skills of independent learning without making demands on pupils or their families.

All pupils at Bright Futures School have a set programme of independent study with weekly targets, set and reviewed by staff. Pupils who are competent, may if they wish, access and undertake any of the independent programmes and further work, including reading books at home. Homework in this sense becomes the pupil's responsibility and is not thought of as essential, but as a tool which enhances pupil learning, improves achievement and develops pupils' study skills and as such is an extension of the curriculum.

Within this context, our aim is to create an environment in which learning is valued and understood to such an extent that consolidation of class work is seen as a natural and important part of the learning process and reinforces school based learning regardless of where it is completed.

A J Hughes

January 2020