

1. Rationale

This homework policy is designed to support autistic learners and students with a range of needs in a way that upholds their rights, promotes well-being, and aligns with Universal Design for Learning (UDL) principles. Homework should be meaningful, inclusive, and responsive to each child's individual needs, avoiding unnecessary stress or burden. It must also recognise the rightful presence of all learners within their school and home environments.

2. Guiding Principles

- **Child-Centred Approach:** Homework should be adapted to each learner's strengths, interests, and needs, ensuring accessibility and engagement.
- **Universal Design for Learning (UDL):** Tasks should offer multiple means of engagement, representation, and expression, allowing students to demonstrate learning in ways that suit their abilities.
- **Well-Being First:** Homework must not cause distress, anxiety, or interfere with family time, rest, or social experiences.
- **Rightful Presence & Inclusion:** Learning beyond school should be relevant, meaningful, and inclusive, ensuring that all students feel valued and respected in their learning journey.
- **Flexible & Supportive:** Homework should be optional or adapted to reflect a child's capacity for engagement at home, acknowledging the varying levels of support available.

3. Homework Limits & Expectations

- **Frequency:** A maximum of three homework tasks per week may be set.
- **Duration:** Each task should take no longer than 30 minutes to complete.
- **School Week:** Homework is limited to the school week, specifically Monday to Thursday.
- **Adjustments:** Tasks may be adapted, reduced, or replaced based on individual needs.
- **No Compulsion:** Homework is not compulsory; students who do not engage will not face consequences.

4. Types of Homework (If assigned)

Homework should be tailored to individual learning profiles and may include:

- **Practical Life Skills:** Encouraging independence, such as setting the table, organising belongings, or using a visual schedule.
- **Sensory-Friendly Activities:** Engaging, low-demand tasks like mindfulness exercises, movement breaks, or sensory play.
- **Communication & Interaction:** Opportunities to develop social skills through play, shared reading, or structured conversations.
- **Personalised Engagement:** Creative projects, story-based learning, or interactive games linked to school experiences.
- **Technology-Supported Learning:** Accessible, screen-based activities if appropriate and beneficial for the learner.

5. Parental & Carer Collaboration

- Homework should be agreed upon with families to ensure it is achievable and appropriate.
- Parents and carers are not expected to act as teachers but rather as facilitators of positive learning experiences.
- Clear, simple communication will be provided to explain any home learning activities.

6. Exemptions & Considerations

- Homework should never be a source of stress or punishment.
- If a child is unable to complete homework, alternative ways to consolidate learning will be explored in school.
- Staff will regularly review the impact of homework on students' well-being and adjust expectations accordingly.

7. Conclusion

This policy ensures that homework, when used, is inclusive, supportive, and aligned with the well-being and rights of learners at Arvalee School. By setting clear limits and expectations while maintaining flexibility, the school prioritises balance, well-being, and meaningful learning experiences without unnecessary pressure.

Broadening horizons for all to grow, learn and achieve together.