



# Home Learning Policy

# 2021-22

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# Home Learning Policy

## Rationale

This policy has been produced to provide a coherent framework from which all faculties can develop a consistent and effective approach to home learning for students of all ages and levels of attainment. When implemented effectively, home learning can raise student attainment and the quality of the educational experience we provide to students and parents.

The purpose of this policy is to ensure that home learning arrangements are educationally beneficial, manageable and purposeful for students to complete and teachers to administer and assess, and to outline responsibilities for teaching, non-teaching staff and parents/carers.

## Purposes of Home Learning: Philosophy

There are various benefits to setting home learning tasks which support the learning and teaching which occurs in the classroom:

- To encourage and develop self-discipline, study habits and a range of skills in planning and organising time
- To gather, acquire, develop and be fluent in the key knowledge required for new style GCSEs.
- To reinforce the knowledge and learning that has taken place in lessons or will take place in lessons (flipped learning)
- To prepare or research key knowledge for a new topic or project
- To give students experience of working on their own, and to develop in students a sense of responsibility and commitment to their own learning
- To involve parents/carers as partners in supporting the education and progress of their children.

## Principles Underlying the Home Learning Policy

- The purpose of home learning should be clear to students.
- Students must take full responsibility for their home learning and should be supported by their parents/carers. The school should provide opportunities for parents/carers to understand best how to support their children with their home learning.
- Home learning, for each student, should be focused on building the knowledge and understanding required for further progress and directly linked to the learning taking place in lessons, rather than an add-on.
- Home learning should promote opportunities for consolidation and extension.
- Home learning should be accessible to all students without the need for significant parent/carer involvement.
- Home learning should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.
- It is at each faculty's discretion to determine the length and frequency of the home learning set, depending upon the nature of their subjects and the frequency of lessons assigned to each faculty. Some faculties may choose to set a longer task once a week, whereas others may choose to set a shorter task after each lesson.

- As a guide:
  - Years 7 and 8 should spend, on average, between 45 minutes to an hour on home learning per evening, on home learning set by faculties or on self-guided study
  - Years 9, 10 and 11 should spend, on average, between an hour to an hour and a half on home learning per evening, on home learning set by faculties or on self-guided study

## **Responsibilities**

### **The Role of the Assistant Headteacher:**

- Lead and monitor the implementation of the Home Learning Policy
- Monitor the quality of information about home learning that appears on the school website
- Oversee the running and monitoring of Home Learning Support Club
- Monitor the effective implementation and use of the Home Learning Policy
- Monitor the effectiveness of Home learning on students' progress

### **The Role of Heads of Faculty:**

- Devise their own Faculty Home Learning expectations in line with the school's principles to ensure that home learning is faculty and subject specific
- Monitor the home learning activities within their Faculty to ensure that they are in line with Faculty policy and the school's principles
- Monitor and review samples of home learning to ensure appropriateness and challenge
- Ensure that teaching staff in their faculty are following the Home Learning Policy
- Support colleagues regarding students who are not completing their home learning by communicating with parents/carers, tutors and Heads of Year

### **The Role of Heads of Year and Tutors:**

- Actively encourage students to attend the Home Learning Support Club
- Alert Heads of Faculty to any concerns raised regarding Home Learning in their faculties
- Incorporate work on independent learning and revision skills as part of the tutoring programme as appropriate to the year group they lead

### **The Role of Teachers:**

- Provide home learning activities in line with Faculty guidelines and frequency
- Clearly explain what the home learning entails and its purpose, with a focus on how revising and revisiting knowledge taught in class through home learning activities will improve progress.
- Give a clear indication of the length of time that the student should reasonably spend on the work and realistic deadlines for completion. For longer, more challenging pieces of Home Learning teachers should allow at least three evenings for completion.
- Ensure that all students record their home learning in their Student Planners
- Publish home learning activities/tasks on Teams for students and parents/carers to access from outside the school (a weekly e-mail will automatically be generated to inform parents/carers about home learning, once it is submitted to Teams)



- Ensure that the title of the home learning task on Teams starts with HOME LEARNING... to clearly differentiate home learning tasks from other remote learning tasks that may be set.
- Keep records of home learning set, and of home learning completed by students
- Ensure that any extended home learning tasks are more competition-based, for example cake baking, making volcanoes and award House Cup points for participation and effort in these tasks
- NOT set sanctions for non-completion of home learning (although re-tests and independent catch-up study to ensure student mastery of key knowledge can be arranged at the teacher's discretion)
- When a student fails to complete home learning, communicate directly with the parent/carer to ascertain why this is and work in partnership with them to ensure future completion of home learning.
- Use SIMS to log non-attendance at re-test/catch up session (5 behaviour points) and issue an After School Reflection.



### **The Role of Parents/Carers**

Parents/carers have a key role to play in ensuring that home learning is completed to the best of their child's ability. They are encouraged to provide practical support for home learning by:

- Establishing a routine whereby home learning is given a recognised place in home life
- Discussing home learning with their child regularly
- Taking a supportive role in their child's home learning, for example by quizzing them on knowledge to be learned
- Checking and signing the Student Planner weekly
- Providing an appropriate place where study can be undertaken

See Appendix A for guidance provided to parents/carers in supporting their child with home learning.

### **The Role of the Student:**

- Students are responsible for completion of home learning to the best of their ability and on time
- Students must record all home learning tasks in their Student Planner
- Students should plan their time carefully to ensure that workload is as evenly spread as possible
- When students are asked to revise and revisit knowledge that has been taught in lessons, they should actively self-quiz to aid retrieval of this information to be learnt.
- Students should seek appropriate support to ensure that they are able to complete tasks set for home learning. This may involve attendance at Home Learning Support Club or seeking clarification from the class teacher.

### **Home Learning for Year 7**

When implemented effectively, home learning can raise student attainment and the quality of the educational experience we provide to students and parents. However, we also acknowledge that this is potentially an area of significant change from primary school and therefore, has the potential to cause anxiety amongst our Year 7 students.

- In order to support our Year 7 students with their transition to secondary school, we will not set home learning at all during the first fortnight of the Autumn term.
- From mid-September until the October half-term, students will only receive home learning in English, Maths and Science.
- After October half-term Year 7 students will begin to receive home learning from the full spectrum of subjects they study.

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## Appendix A

### Checklist for Helping Your Child with Home Learning

#### Show you think Education and Home Learning are important:

- Set a regular time every day for home learning
- Ensure your child has paper, books, pencils and other things needed to complete their home learning
- Set a good example by reading and writing yourself
- Stay in touch with your child's teacher

#### Monitor home learning:

- Do you know what your child's home learning tasks are?
- Do you see that home learning tasks are started and completed?
- Do you get involved where appropriate by quizzing your child on knowledge they learning?
- Is TV viewing cutting into your child's home learning time?
- Do you check your child's planner on a regular basis?

#### Provide guidance:

- Help your child to get organised. Does your child need to make a home learning plan?
- Encourage your child to develop good study habits (e.g. scheduling enough time for big assignments; making up practice tests; quizzing and self-quizzing)
- Do you talk with your child about his/her home learning tasks? Does he/she understand them?
- If a problem comes up, do you encourage your child to seek advice from the teacher?