

**TITLE: HOME LEARNING POLICY**

**MODEL POLICY STATEMENT**

This **is not** a Local Authority model policy

Local changes have been made to the model policy by the College **N/A**

The model policy used is **N/A**

<b>Policy Owner:</b>	<b>Vice Principal</b>	<b>Review period:</b>	<b>3 years</b>
<b>Last Review:</b>	<b>January 2017</b>	<b>Approving Committee:</b>	<b>Curriculum 08.02.2017</b>
<b>Next Review:</b>	<b>Summer term 2020</b>	<b>Latest FGB adoption:</b>	<b>19.04.2017</b>

**IMPACT OF THIS POLICY**

To secure outstanding progress in learning.

## Definition

**Home Learning is** the provision of appropriate tasks or work that is given to students outside of the classroom to further enhance their learning. Home learning is an integral part of the teaching and learning process for all students and supports students' progression.

Home learning is important because it teaches responsibility and helps students develop good study habits. In addition, home learning can help to reinforce learning from within lessons, stretch and challenge students learning and helps prepare students for their future learning. Independent, self-directed study is an important part of home learning and an expectation of students at key stage 4 and 5.

## The Rationale for Home Learning

*"Homework is not an optional extra, but an essential part of a good education."*

*(2010) White Paper, Excellence in Schools*

- To extend and stretch learning outside of the college day through a variety of different methods.
- To support all students to develop the skills, confidence and motivation to support their learning.
- To support the consolidation of knowledge, skills and understanding gained from lessons.
- To develop student ownership and responsibility for independent learning.
- To engage parental co-operation and support in students' learning.

## The Policy Aims:

- To provide a structure for work which takes place after school hours.
- To support students by enabling them to prepare effectively for their classroom lessons, exams and other assessment activities, both internal and external.
- To extend and develop learning that has started within lessons.
- To differentiate learning according to students' ability whenever this is appropriate.
- To support students in planning and organising time developing greater self-discipline and resilience.
- To develop positive study habits.
- To encourage individualised learning.
- To make home learning an explicit and important part of the learning experience.
- To encourage parents as co-educators to become involved in their children's school work.

- To allow preparation for future class work through self-directed study.
- To assist in making rapid progress in learning.

## Types of homework

There many different types of home learning all which should be **purposeful, of quality and varied.**

- Planned tasks/preparation for class work - tasks may be planned at the beginning of the year or term as an integral aspect of class work.
- Project style work – with clear structure.
- Research based work.
- Self-contained work - a discrete piece of work running parallel to class work.
- Completion and extension- homework consists of completing and extending of work begun in the classroom.
- Study of material already taught in class for the purposes of consolidation and in preparation for assessment/exam/controlled assessment.
- Reading – independently or directed to support literacy development.

## Setting Guidelines:

### Year 7

- In order to establish positive study habits within a structure, Year 7 will have a formal timetable with home learning allocated each day. Home learning should take approximately 1 hour every day. This includes reading.
- All staff will set home learning tasks on the designated day with a clear and appropriate return date.
- Creative Studies will set a termly home learning project that will be celebrated at the end of each term. This work will introduce the students to basic study expectations and support them to develop home study habits.

### Years 8 and 9

- Home learning should take approximately 1 – 2 hours every day. This includes reading and independent study.
- Subject teachers of core subjects Maths, English and Science will normally set home learning tasks every week.
- In other subjects, Home Learning tasks will be set on a fortnightly as identified by each teacher and confirmed by every Head of Faculty.
- The work should be related to the lesson and should extend students' knowledge, understanding and /or their skills. Alternatively, home learning tasks could also prepare students for a forthcoming lesson. There may be occasions when it is not appropriate to set home learning tasks. When this is the case, students should be told why it is not being set.

- It is important that students are given a clear deadline for the completion of the task. This may vary. Some faculties may wish to set longer pieces of work which will require students to be well organised and which will require carefully structured frameworks.
- Creative Studies will set a termly home learning project that will be celebrated at the end of the term. This will build the students independent study skills and support the project work within the classroom.

**Years 10 and 11 – Home learning here is more personalised to reflect the nature of the students subject choices after the options process.**

- Home learning should take up to 3 hours every day. This will include self-directed study and independent learning.
- Where coursework/controlled assessment preparation is part of a GCSE it will frequently need to be completed partly at home, as such it will be a core part of the home learning programme. This should be made clear to all students.
- New GCSE specifications will mean there is less coursework in several subjects and none at all in others. Similarly, new GCSE specifications also place greater emphasis on Controlled Assessment Tasks and terminal examinations. This will potentially change the nature of some home learning as students will need to prepare for assignments or revise for examinations.
- In Years 10 and 11 all students should be set home learning regularly in every subject. In the core subjects at least once a week and option subjects once a fortnight.

**Years 12 and 13**

- All students in year 12 and 13 are expected to study additional hours within the school day for each of the subject areas they are studying. In addition to this, students are set a range of home learning tasks from each area they are studying and should be completing research and reading in addition around the subject areas that they study. On average this should amount to 5 hours per day. This includes time in college.
- An essential part of studying at post 16 is preparation for assessments. Students should devise an effective study plan for home for each subject from the start of year 12 to develop good self-discipline and self-motivation.

## **Roles and Responsibilities**

### **Role of the Class Teacher**

#### **Teacher Standards expectations – 4.3**

##### **Plan and teach well-structured lessons-**

*Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired .*

*All Teachers should ensure that;*

- Work is set and marked regularly in accordance with the policy.
- All home learning should be given to students and time allowed in the lesson for students to record clearly in their planner or on their electronic devices. Home learning tasks are available through 'show my homework' where appropriate.
- A record of the home learning tasks they set for each class where possible make available via 'show my homework' where appropriate.
- Students are aware that all home learning should be dated and labelled as this in books/files or portfolios.
- Students are all aware of how home learning is relevant to the topic/unit being studied and how it will be assessed.
- Students are aware of what is required and expectations of what should be produced.
- Students are aware of how long they have to complete the task and a guide to how long it should take.
- Follow up with appropriate support where students do not complete set home learning in accordance with the behaviour for learning policy.
- Celebrate where work is good.

### **Role of the Head of Faculty**

- It is a key part of the role of subject leader to make sure that appropriate home learning is set as outlined above through the college QA (Quality Assurance) procedures.
- Support the class teacher where appropriate to celebrate and support students to complete home learning.
- Discussing Home learning at meetings and monitoring its setting and marking.
- Monitor and evaluate teachers' work on 'show my homework'.

### **Role of Form Tutor**

- Supported by heads of year to ensure that students overall home learning load is appropriate.
- Tutors in key stage 3 and 4 should check and sign student planners weekly and talk to students about their workload.
- Monitor 'show my homework'.

### **Role of the Head of Year**

- Monitor students' use of planners for Home learning and tutors checking of planners / 'show my homework'.
- Follow up reports from tutors about students' incorrect use of planners or lack of Home learning with appropriate teacher/Head of Faculty.

### **Role of the Parents/Carers**

- Check and sign planners weekly. Check 'show my homework'.
- Ensure there is a quiet space where their child can complete homework/coursework.
- Support and encourage the child to establish a homework routine so that deadlines are met.
- Inform the school if there are concerns through liaison with the class teacher or the head of faculty.
- Be positive with their child about their learning and support with research tasks where possible. Whilst supporting and guiding their child in their learning is helpful, it is important to ensure their child is responsible for their Home learning and that tasks are completed by child as independently as possible.

### **Role of the Student**

- Complete all home learning to the best of their ability.
- Engage in supporting self-directed study when they find the tasks set especially challenging.
- Organise their time, with the support of the form tutor and parents where necessary, so that tasks are completed on time.

### **Role of the Senior Leadership Team**

- SLT (Senior leadership team) will monitor home learning in different year groups/ faculties on a regular basis as part QA (Quality Assurance) cycle.

### **Procedures for Support in completing home learning:**

- Good homework (including the effort taken to complete) should be celebrated through effective verbal feedback and may include positive written comments, the awarding of achievement points and communication with home where appropriate.
- Students should complete home learning tasks when they are set. Faculties should share the running of detentions between colleagues. The purpose of these detentions will be to start the process of completing the task or to discuss the reason why the work is not of an adequate standard.
- Students who consistently fail to complete homework should be sanctioned firstly by the class teacher issuing a warning, then a detention. If this still is not resolved then contact with home and follow up with heads of faculty

ensuring communication with the tutor and HOY (Head of Year) where appropriate. All should be recorded on SIMS.  
SLT (Senior leadership team) links should become involved if the situation does not improve.

- Students should be reminded that there is a home learning club known as Headstart, 2 nights a week in the Library where a member of staff is available to help and support.

### **Out of lesson Support**

- The library is open every day at break and lunchtime including head start two nights per week.
- Computers can be booked and the fiction room is open for quiet reading.
- Headstart Club runs every Tuesday and Thursday between 3:15 – 4:45 and this is supported by teaching assistants.

### **Review of Policy**

This policy is reviewed every three years by the Curriculum Committee of the Governing Body.