
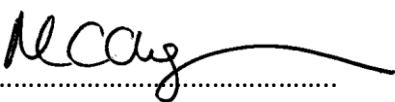

	<b>HOME LEARNING POLICY</b>		
	<b>GB sub-committee: Curriculum, Assessment and Standards</b>		
	<b>Co-ordinator: Miss T Lambert</b>		
	<b>Last Reviewed: Summer 2022</b>	<b>Next Review: Summer 2024</b>	

Signed by   
Margaret Chapman (Head Teacher)

Signed by   
Claire Barnard (Chair of Governors)

<b>1.</b>	<b>RATIONALE</b>
<b>1.1</b>	Research over several years in this country and abroad has shown that there is a positive relationship between time spent on home learning and students' overall achievement at secondary school level.
<b>1.2</b>	We need to ensure that the quality and regularity of home learning tasks set, form an essential component of schemes of learning and lesson planning. The home learning will include consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills.
<b>1.3</b>	The DfE stresses that home learning is set because "it not only reinforces classroom learning, but also helps young people to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation." The EEF also states that Children outcomes are better when students complete home learning.
<b>2.</b>	<b>AIMS</b>
<b>2.1</b>	To raise student expectations and achievement.
<b>2.2</b>	To extend learning at school
<b>2.3</b>	To make more effective use of lesson time through the integrated planning of class work and home learning.
<b>2.4</b>	To improve students' study skills and attitudes to learning.
<b>2.5</b>	To encourage students to work independently and in an organised, self-disciplined way.
<b>2.6</b>	To develop students metacognitive skills and knowledge; by teaching to plan, monitor and evaluate their learning
<b>2.7</b>	To provide an opportunity for a learning partnership between home and school.
<b>2.8</b>	To ensure the regular setting of high quality home learning tasks across departments.
<b>2.9</b>	To ensure home learning tasks are differentiated to meet students' different needs and circumstances.
<b>2.10</b>	To facilitate the link between school and parents to ensure there is an established link to support the home learning environment for students to enhance school performance
<b>3.</b>	<b>PROCEDURES</b>
<b>3.1</b>	<p>The type and length of home learning tasks will vary according to the subject and age of the student. It is important that home learning forms a meaningful and coherent part of the learning for each subject, providing a logical and relevant extension to lessons.</p> <p>All students will be expected to submit work on time according to the due date, and ensure that completed work is in line with exercise book/folder expectations, and completed to the best of the students abilities. If a student does not understand a task it is expected that s/he will seek the teacher's guidance and support well before the submission date, this can be done</p>

	<p>via student email or Arbor. If a student has been unable to complete a home learning task by the time specified, for whatever reason, s/he should hand a letter of explanation from a parent to the teacher.</p> <p>If a student finds it difficult to complete home learning tasks at home s/he should arrange with the teacher to attend a departmental or school club, which will provide the appropriate environment and resources needed. If a student fails to submit home learning tasks or to meet deadlines s/he will be required to attend a detention in line with the school's Behaviour Policy and can expect contact to be made with a parent expressing concern.</p> <p>Home learning will be recorded by teachers on Arbor, the schools MIS system.</p> <p><b>Years 7, 8 and 9</b></p> <p>Within Key Stage 3 all year groups are expected to complete home learning tasks. Each student has a home learning timetable. All home learning will be set via Arbor where students will see the full details of the task, duration and due date.</p> <p>Students will have a <b>minimum of 2 home learning tasks to complete each day:</b></p> <p>Year 7: Home learning activity will take a maximum of 20 minutes to complete</p> <ul style="list-style-type: none"> <li>● 1 home learning activity per <b>week</b>- Maths, English, Science, French and Spanish</li> <li>● 1 home learning activity per <b>fortnight</b>- Design &amp; Technology; REP; Art; History; Geography</li> </ul> <p>Year 8: Home learning activity will take a maximum of 30 minutes to complete</p> <ul style="list-style-type: none"> <li>● 1 home learning activity per <b>week</b>- Maths, English, Science, French and Spanish</li> <li>● 1 home learning activity per <b>fortnight</b>- Design &amp; Technology; REP; Art; History; Geography</li> </ul> <p>Year 9: Home learning activity will take a maximum of 40 minutes to complete</p> <ul style="list-style-type: none"> <li>● 1 home learning activity per <b>week</b>- Maths, English, Science, French and Spanish</li> <li>● 1 Home learning activity per <b>fortnight</b>- Design &amp; Technology; REP; Art; History; Geography</li> </ul>
<p><b>3.2</b></p>	<p><b>Years 10 and 11</b></p>
	<p>All home learning will be set via Arbor where students will see the full details of the task, duration and due date.</p> <p>GCSE examinations and Non Examination Assessment (NEA) requirements vary from one subject to another, making home learning activities different in their demands on students.</p> <p>Students have to meet various course deadlines throughout the year, making the setting of home learning flexible by necessity e.g prolonged NEA work may be set as a continuous home learning activity for half a term. A home learning timetable is, therefore, essential at this level to prevent students from being overburdened and to help them plan their work effectively, for which they will need considerable sensitivity and support from teachers.</p> <p>Students will be expected to complete <b>a minimum of two hours of home learning each day</b>, each home learning activity should not last longer than 60 minutes:</p> <ul style="list-style-type: none"> <li>● English, Maths, Science and Art will set 2 home learning activities per week</li> <li>● All other subjects will set 1 Home Learning activity per week as per the academic year home learning timetable</li> </ul>

		*PSHE- please note that most lessons will not require home learning to be completed, however occasionally a short task may be set in preparation for the following week, this will have a career focus.
	<b>3.3</b>	<b>Years 12 and 13</b>
		Post 16 courses impose greater demands than GCSEs and a need for flexible approaches to home learning. Students at Post 16 will receive their home learning activities through Arbor and Google Classroom and will also be issued with a planner which can be utilised to organise their home learning and wider study. Students at Post 16 Students will not have home learning timetables but will be expected to spend an equivalent amount of time on home learning and wider study as they do in the classroom. Students are expected to utilise their free periods and study at home to complete their home learning activities and are also encouraged to complete substantial wider reading.
<b>4.</b>	<b>PROCEDURES FOR TEACHERS</b>	
	<b>4.1</b>	<b>Form Tutors</b>
		<p>Form tutors should introduce and explain home learning procedures as part of form time induction at the start of the academic year. Students should be given guidance on:</p> <ul style="list-style-type: none"> <li>● How to access home learning on Arbor</li> <li>● How to plan time in the evening around the home learning timetable</li> <li>● What to do if a task is not understood</li> <li>● What to do if a home learning task is not done</li> <li>● What to do if a student misses home learning through absence</li> <li>● What to do if there is little quiet or suitable accommodation at home</li> <li>● How parents might assist with home learning</li> </ul> <p>Form tutors should communicate regularly with students to review their progress and organisation with home learning.</p> <p>Form tutors will support students who are struggling with home learning organisation and notify the Director of Learning and look for ways to support the wellbeing of the student.</p>
	<b>4.2</b>	<b>Directors of Learning</b>
		<p>Directors of Learning should ensure guidance is sent home informing parents about home learning and the correct home learning timetable is sent home to all parents. Directors of learning will track the whole cohorts home learning timetable on Arbor. Checks and balances against the home learning timetable will be made. Directors of Learning will investigate reasons for students persistently not completing home learning and take appropriate routes to support the student. This may be in the form of issuing appropriate consequences in line with the behaviour for learning policy, or if there are issues over wellbeing, helping the student with time management, goal setting, materials, perseverance and self-regulation. S/he may also need to contact home to discuss how best to support the student and the completion of home learning.</p> <p>A Director of Learning may also need to consult with a Curriculum Leader if home learning is persistently not being set or marked by a particular teacher. They also need to monitor regularly whether form tutors are checking Arbor access and consult with the appropriate Assistant Headteacher if there is persistent failure to do so.</p> <p>Directors of learning should encourage parental use of Arbor and promote its use at parents' evenings and information evenings. Directors of Learning should also communicate to parents how best to support their child with their home learning, by taking an interest and support their child with structure and a positive environment.</p>

<b>4.3</b>	<b>Subject Teachers</b>																				
	<p>Subject teachers should keep to the home learning timetable when setting work. They should ensure that home learning forms a coherent part of the learning experience. An appropriate stage in the lesson should be used to explain home learning fully and clearly, and it should point students to refer to the Arbor app for further clarification. Written differentiated guidelines explaining the home learning will enable students of all abilities to complete it effectively. A written summary of the task should be available on Arbor for every student to refer to. The home learning details as a minimum will have a date the home learning was set, the date due for the home learning and an estimated completion time, with a clear summary of what is needed to be successful. Subject Teachers may also add marking scheme guidelines, differentiated tasks and upload supporting resources.</p> <p>A home learning task due date should not be set requiring students to complete it for the next day. Sufficient time should be given for students to complete home learning tasks. The recommendation is 1 week of time allowance. This is due to the fact that students may have commitments to out of school hours' activities on certain days or other responsibilities at home, and will have pre-existing home learning tasks according to the home learning timetable.</p> <p>A home learning task should be appropriate to every student and specific resources should not be required if all students are not likely to have access to them. Not all home learning requires written work or needs to be marked in detail, so long as it is checked for completion.</p> <p>Tasks for home learning might include any of the following:</p> <table border="0" data-bbox="391 1019 1260 1400"> <tr> <td>Investigations</td> <td>Interviews</td> </tr> <tr> <td>Research</td> <td>Public Library visit</td> </tr> <tr> <td>Reading</td> <td>Extension of classwork</td> </tr> <tr> <td>Online Quizzes</td> <td>Designing</td> </tr> <tr> <td>Revision</td> <td>Drawing</td> </tr> <tr> <td>Simple experiments</td> <td>Drafting</td> </tr> <tr> <td>Word processing</td> <td>Desktop publishing</td> </tr> <tr> <td>Essay writing</td> <td>Report writing</td> </tr> <tr> <td>Making a model</td> <td>Projects</td> </tr> <tr> <td>Exam preparation</td> <td>Practice examination questions</td> </tr> </table> <p>Very occasionally, it might be appropriate to set home learning to finish off work started in class. This option must be used with care as the time required to complete it will vary greatly with each student. Such home learning should be kept to a minimum.</p> <p>Subject teachers should keep a record of every occasion a student does not submit home learning on time, for departmental monitoring purposes. They should also issue consequences in line with the school's Behaviour Policy as appropriate.</p> <p>Teachers should ensure all home learning is marked promptly and discussed positively with students. If home learning is not completed it is the responsibility of the teacher to use appropriate sanctions. Persistent failure to complete home learning tasks should result in a referral to the Curriculum Leader and Director of Learning.</p>	Investigations	Interviews	Research	Public Library visit	Reading	Extension of classwork	Online Quizzes	Designing	Revision	Drawing	Simple experiments	Drafting	Word processing	Desktop publishing	Essay writing	Report writing	Making a model	Projects	Exam preparation	Practice examination questions
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<b>4.4</b>	<b>Curriculum Leaders</b>																				
	<p>It is the responsibility of the Curriculum Leader to ensure the quality of home learning being set, that it is set, recorded on Arbor, marked and regularly discussed with students by departmental members. Curriculum Leaders should devise their own departmental policies that ensure the effective implementation of the school policy on home learning. Teachers'</p>																				

	<p>home learning records and students' books should be monitored half termly. It should be part of departmental policy to ensure that home learning is clearly distinguished from class work in exercise books and course files- this should also be in line with the schools Assessment and Feedback Policy where students denote 'C/W' and 'H/L' in the column of their book. Curriculum Leaders should liaise closely with subject teachers, form tutors and Directors of Learning in the cases of persistent student failure to complete home learning. They should also consult with the appropriate Assistant Headteacher if a colleague persistently fails to set, record or mark home learning.</p>
<b>4.5</b>	<b>Senior Leaders</b>
	<p>Senior leaders should ensure that Curriculum Leaders are monitoring the setting, recording and marking of home learning each half term through regular line management meetings. This should also be monitored by Directors of Learning.</p>
<b>5.</b>	<b>Procedures for Parents/Carers</b>
	<p>Parents/carers are encouraged to read and sign the Home School Agreement to promote their commitment to their child's learning and help their child's home learning habits. They are encouraged to discuss home learning with their child and to help her/him plan for its completion on time, using their copy of the home learning timetable, which will have been sent home with an accompanying letter at the start of every academic year and which is available on the school website. Parents also have access to the Arbor; they should use this to monitor the amount and type of home learning being set. Parents are encouraged to log onto the Arbor and use it to support their daughter. If they are not satisfied with the amount set, its quality or appropriateness, they should contact the school office and request to speak to the relevant Director of Learning in the first instance. Parents should, where possible, try to provide a location, away from distractions, which is suitable for completing home learning and offer support with planning, goal setting, perseverance and management of time.</p>
<b>6.</b>	<b>Monitoring and Evaluation</b>
	<p>The process of monitoring the implementation of the policy has been referred to above. The relevant Assistant Headteachers will lead the monitoring and reviewing of the implementation of the policy on a regular basis, as part of the whole school process of Monitoring and Evaluation. At least once per year, the relevant Assistant Headteachers and Directors of Learning will provide analysis and strategies for improvement to the rest of the Senior Leadership Team, Colleagues, Parents, Carers and Students. This Monitoring and Evaluation will be completed on Google Sheets that are shared and tracked with the Directors of Learning and appropriate Assistant Headteachers.</p>