



Idsall School

Home Learning Policy

Sponsorship & Review

1 Sponsor

Mr M Bishton, Deputy Head

2 Reviewed and Approved

April 2019

3 Next Revision Date

April 2021

Rationale

This policy statement has been produced to provide a coherent framework from which all departments can develop a consistent and effective approach for students of all ages and levels of ability.

Home learning is seen as one of the principal ways in which student achievement can be raised.

The benefits of home learning must be instilled at an early age in all students, so that independent home study becomes routine.

The aim of this policy document is therefore to:

- enable students to understand that independent learning is vital to achieving success
- give every student the opportunity to fulfil their potential
- instil in all students the importance of life-long learning
- provide training for students in planning and organising time
- promote a responsibility for learning within each student

For home learning to be effective, it has to be stimulating and challenging whilst being supported through the quality of the teaching and learning occurring in a classroom.

It is on this basis that this policy should not be seen in isolation but as part of the teaching and learning in Idsall School. This policy and the Teaching and Learning Policy contribute to raising attainment and the quality of the educational experience we provide to students and parents.

The Purposes of Home Learning

There are various reasons for setting home learning, examples of which are:

- To encourage students to develop the confidence and self-discipline to work on their own – an essential skill for adult life.
- To consolidate and reinforce skills and understanding.
- To extend school learning, for example, through additional reading.
- To enable students to devote time to particular demands such as GCSE assessment preparation or project work.
- To involve parents/carers as partners in education, to support the home - school relationship.
- To prepare for test/examinations
- To further challenge and extend gifted, talented and more able students.
- To provide focused and sustained support for less able students.

The Principles Underlying the Home Learning Policy

Students must take full responsibility for their homework and should be supported by their parents/carers.

The school has an expectation for each subject to set home learning on a regular basis. The actual days that home learning is set on and collected in will vary each year depending on the school timetable and the teaching arrangements for individual teachers.

Home learning should be issued in appropriate quantities considering student workload, and completion dates should be both clear and reasonable. The issuing of home learning should also consider the home environment and extracurricular activities of students, including family and cultural obligations.

Home learning should be carefully planned and be an integral part of course work. It should not be seen as an “add-on” or a dispensable extra.

Home learning should match the needs and abilities of students, and should be differentiated for access and challenge for individual needs.

Home learning should promote opportunities for consolidation and extension.

Home learning is related to current work and where possible is stimulating and challenging.

Students should be adequately prepared for the completion of tasks set i.e. they are not to complete home learning where the topic has not been covered in class, unless it is a research based extension opportunity or flipped learning.

Homework should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.

Below is a guideline of the expectation for homework set across the curriculum at Idsall School.

- **KS3** at least one home learning activity for every 4 hours of teaching.
- Activities should take approximately 30 minutes.

- **KS4** at least one home learning activity for every 3 hours of teaching.
- Activities should take approximately 45-60 minutes.

KS5 to include a variety of activities that can be completed during study time in school and at home. These may be formal pieces of work such as exam questions or essays, or more informal ‘wider reading’ or research to support gaining a greater breadth and depth of understanding of key topics. A guide is that for every hour of taught study, there should be an hour of home learning.

Types of Home Learning

Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation activities
- practising for mastery e.g. spelling words
- revising information about a current topic
- practising words or phrases learned in a language other than English
- reading a prescribed text or for pleasure
- essay writing
- practising skills needed to demonstrate effectiveness e.g. sport, music, art.

Preparatory home learning – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- background reading
- reading e.g. English text for class discussion
- researching topics for a class unit of work (flipped learning)
- collecting items e.g. geometric shapes

Extension assignments – encouraging students to pursue knowledge individually and imaginatively, including:

- writing e.g. a book review
- preparation for formal/informal oral presentations
- making or designing something e.g. an art work
- investigations e.g. science, social science
- researching e.g. history, local news
- information and retrieval skills e.g. using a home computer to find material on the internet
- monitoring e.g. advertising in particular newspapers

Home learning and key assessments

Teachers may choose to link home learning activities so that they feed in to an assessment. This type of home learning would then be used in the classroom to improve the assessed piece of work. Examples of this form of additional research may include watching videos online of a topic, or preparing a draft piece of writing.

Schools, however, should have regard for equity issues when setting home learning that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged.

Organisation of Home Learning

All students have a Study Planner, which they must have with them in each lesson. They are to record any home learning set by the teacher in their Study Planner.

The teacher must also publish any home learning set on the Satchel: One (Show My Homework), system (see below).

If there are resources associated with the home learning (e.g. worksheets or website links), then the teacher will include these in the homework notification.

Students, parents and carers have access to Satchel: One (Show My Homework), system either by:

- Accessing the public website link at: <https://idsall.satchelone.com>
- Via the school website (Quick Links) at: <http://www.idsallschool.org>
- Via the Satchel: One (Show My Homework) App-accessible on PC, tablet or smartphone

(All students, carers and parents are given access to the Satchel: One (Show My Homework), system-this is managed by the school's ICT Technical staff).

NOTE: In time, we are working towards only recording homework on the Satchel: One (Show My Homework), system.

School Practice

Senior Leadership Team

SLT must ensure that the development of home learning programmes in departments is monitored and evaluated over time.

The SLT will take responsibility for informing parents of the whole school home learning policy in Idsall School.

The SLT will inform parents of:

- the aims of the home learning policy
- the use of the School Planner and Satchel: One (Show My Homework).
- how best they can support their child's study

Departments

Departments should include within their Assessment and Feedback Policy, a statement on home learning that outlines the Departmental approach and that is based on whole school principles and practice.

Departments must plan, prepare and implement realistic and manageable programmes of homework, maintain accurate records of completion and non-completion of home learning.

Where appropriate the teachers will make mention of home learning when reporting to parents.

The Head of Department must ensure that:

- the whole school policy is embedded firmly in departmental provision
- regular monitoring and review of departmental provision takes place
- teachers keep up to date records of home learning completed.

Teachers

The subject teacher is responsible for setting appropriate home learning. This does not always produce a piece of work to be marked but may be flipped learning where students are asked to read, watch a video or revise key ideas in preparation for lessons.

When home learning is set, the teacher should ensure that there is more than one day between the time it is set and the deadline for completion. This is to allow students to plan their time; get involved in out of school activities if they wish and still to be able to complete their home learning.

We will use the Line Management structure that is in place for each department to ensure that teachers in each department are setting homework according to this policy.

Teachers should ensure that home learning issued is recorded by all students in the Student Planner and is presented on Satchel: One (Show My Homework).

The Role of Parents/Carers

Parents/carers should support students with their home learning, but accept that their role will diminish as students become independent learners.

Parents/carers should try to provide a reasonable space where students can work at home or be encouraged to use the facilities at school. The school has a “Study Zone” during the Session 6 activity time after school each day. This takes place in the Library where there is access to resources, books and the internet.

Parents/carers should encourage and help students to be organised in order to meet all home learning deadlines.

Parents/carers are encouraged to make it clear to students that they too value home learning and support the school in its views that it will help students to make the best progress.

Parents/carers are encouraged to praise when students complete home learning to the correct standard and hand it in on time.

The Role of Students

Students should always carry their Study Planners with them in each lesson.

Students should record the home learning that is set in their Study Planners – even if they have a record of it in their exercise books or the teacher is posting it on Satchel: One (Show My Homework).

Students must accept that they **must meet deadlines**.

If a student is absent, they should find out what work they have missed, including home learning, and still endeavour to complete the work by the given deadline. If this is not possible, students are encouraged to talk to their class teacher to get an extended deadline.

Being absent on the day home learning is set is not an excuse for not completing it.

If a student has trouble with completing the work, they are encouraged to talk with their class teacher before the deadline in order to resolve any problems.

Students should take pride in doing their best work at all times.

Monitoring and Evaluation

The Senior Leadership Team will carry out a continuous process of monitoring the effectiveness of the Home Learning Policy.

SLT, Learning Managers and Tutors will regularly check the use of Student Planners.

A review of the effectiveness of the policy will be carried out regularly. This should involve consultation with staff and a sample of parents and students. Where further good practice is identified, this will be shared across the school.

Failure to Complete Home Learning

Any system to ensure the completion of home learning must ultimately involve working in partnership with parents/carers and the students involved. The following system should be used to ensure a consistency of approach across all departments:

Please see the school behaviour policy with regards to failure to complete home learning

Appendix A

Parent Checklist for Helping Your Child with Home Learning

Show that you think Education and Home Learning are important:

- set a regular time every day for homework
- ensure your child has paper, books, pencils and other things needed to do assignments
- set a good example by reading and writing yourself
- stay in touch with your child's teacher

Monitor assignments:

- Do you know what your child's home learning assignments are? How long should they take?
- Do you know how the teacher wants you to be involved?
- Do you see that assignments are started and completed?
- Do you read the teacher's comments on assignments that are returned?
- Is TV/Screen viewing cutting into your child's home learning time?
- Do you check your child's Student Planner on a regular basis?

Provide guidance:

- understand and respect your child's style of learning
- does he/she work better alone or with someone else? Does he/she learn best when he/she can see things, hear them, or handle them?
- help your child to get organised. Does your child need a calendar or assignment book or a bag for books and a folder for papers?
- encourage your child to develop good study habits (e.g. scheduling enough time for big assignments; making up practice tests)
- do you talk with your child about home learning assignments? Does he/she understand them?
- do you and your child talk about plagiarism and its consequences?

Talk with someone at school when problems come up:

- if a problem comes up, do you contact the teacher?
- do you cooperate with the Class Teacher / Head of Department / Learning Manager and your child to work out a plan and schedule to fix home learning problems?