

Honiton Community College

Academy Trust



This policy was adopted by the Governing Body of
Honiton Community College on 11th February 2015
and will be reviewed every three years.

HOME LEARNING POLICY

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PURPOSE:

Students

- To develop independent study skills
- To develop research skills
- To explore subject matter prior to lessons (flipped learning)
- To consolidate the skills covered in school
- To demonstrate their understanding of a topic or concept
- To access resources not available in the classroom

Teachers

- To assess students' knowledge and understanding
- To inform their future planning and teaching
- To give students individual feedback on their progress

Parents Carers

- To engage with and support their child's learning

GENERAL PRINCIPLES:

- Home learning is crucial to developing a positive attitude to learning that they will carry with them for the rest of their life.**
 - Home learning is an invaluable opportunity for students to continue their learning outside of the timetabled curriculum.
- Home learning enhances students' learning experiences and develops a sense of independence and ownership of their education.**
 - To give students an opportunity to reinforce existing knowledge, apply knowledge in new contexts, and, in some cases, learn new content independently to bring back into the classroom for development.

In order to reflect the diversity of assessment used across curriculum areas, it is most appropriate for Department Teams to take responsibility for their subject's needs using the guiding principles set out in this policy.

Curriculum area teams will consider the most effective way of enhancing students' learning beyond the classroom and bear in mind that there are many models for doing this. For example in subjects with a strong focus on skills it may be appropriate to set weekly or fortnightly home learning tasks to consolidate work covered in lessons. However, other subjects may set a large project that runs over an entire half term and gives students an opportunity to explore an element of the topic studied in the classroom in depth.

Similarly, the way that students receive feedback will be clearly outlined. The curriculum teams have organised the scheme of learning so that a student completes regular assessments in addition to the embedded use of assessment for learning within lessons, it may be appropriate for example, for a curriculum area to use class books primarily for drafting work.

EXPECTATIONS

Time to be spent on home learning per week based upon a 'weighting system'

- 15 minutes of home learning at Key Stage 3 – per hour taught over the two-week cycle (*30-45 minutes set IN TOTAL PER WEEK for English, Maths and Science*)
- 20 minutes of home learning at Key Stage 4 – per hour taught over the two-week cycle (*45-60 minutes set IN TOTAL PER WEEK for English, Maths and Science*)
- 1 hour per hour taught for Key Stage 5 students**

| KS3 | | |
|----------------|----------------------------|--|
| Subject | Hours per fortnight | Approx. home learning time per week |
| English | 8 | 30-45 minutes |
| Maths | 6 | 30-45 minutes |

| | | |
|--|-----------|------------------------|
| Science | 6 | 30-45 minutes |
| French | 4 | 15-30 minutes |
| Geography | 3 | 15 minutes |
| History | 3 | 15 minutes |
| Religious Studies | 2 | 15 minutes |
| Life Skills | 2 | 15 minutes |
| ICT | 2 | 15 minutes |
| Technology | 4 | 30 minutes |
| Creative Arts Subjects (Art, Music, Drama) | 2 | 15 minutes |
| PE | 4 | |
| Total | 50 | 4 ¼ - 5 ¼ hours |

| KS4 | | |
|-----------------|--|--|
| Subject | Hours per fortnight | Approx. Home Learning Time per Week |
| English | 8 | 45-60 minutes |
| Maths | 8 | 45-60 minutes |
| Science | 15 Triple Sciences 10 for Double Sciences | 45-60 minutes |
| Option Subjects | 5 | 40 minutes |
| PE | 4 | |
| Total | 50 | 4 ½ - 5 ½ hours |

HOME LEARNING TASKS

All tasks should be designed to have an impact on learning and achievement. Where tasks are started in class, they should only be set to be completed with specific criteria and where the teacher believes it will have an impact on learning. Tasks could include:

- Completing in-depth tasks started in classes e.g. completing a coursework essay or extending a piece of writing.
- Independent learning e.g. researching a project or preparing a speech on a specific topic
- Consolidation of work covered in lessons e.g. maths exercises
- Demonstration of a skill or concept
- Reading and related tasks to demonstrate understanding
- Interviews
- Use of ICT e.g. creating a PowerPoint or media text
- Drawing or art work
- Coursework assignments
- Revision tasks e.g. practice questions
- Project Work e.g. An in depth investigation of a topic over a half term period

Praise

Students should be praised for effort and achievement in the work they complete out of school. This could include:

- P1, P2, P3 (Praise Points)
- Certificates/Praise postcards
- Positive notes in Learning Journals to parents/carers
- Letters home
- Excellent work may be celebrated in classroom display
- Good work or consistent effort may be acknowledged in achievement assemblies

Consequences

If home learning tasks are not completed, teachers should first speak to the student and check that the task was appropriate to their needs.

Where students are unable to offer a satisfactory reason for not meeting the deadline or the work has not been completed to a reasonable standard for their level, the following procedure should be followed:

- A C1 (Concern Point) should be logged on SIMS.

- In the case of key home learning pieces or assessment work, teachers may put students into a departmental detention to complete or improve the work if they fail to meet the extended deadline or consistently fail to complete home learning tasks without any validated reason e.g. poor health, expected outcomes not fully understood or extenuating personal circumstances.
- Teachers should keep a record of missing homework so it can be shared with parents and carers on subject evenings and when writing reports.
- Heads of Learning should also monitor their year group and implement the necessary intervention procedures as necessary e.g. report card, monitoring of an individual student

If we want home learning to be effective and teach students the importance of organisation and time management, it is crucial that we address those times when students don't meet deadlines or complete work to the best of their ability.

MONITORING AND RESPONSIBILITIES

Role of Student

- To write down tasks and deadlines in their Learning Journals.
- To ensure that work is completed to the best of their ability.
- To submit home learning tasks on or before the deadline set.
- To inform the class teacher if they are having difficulties before the deadline.

Being away on the day that homework is set is not an excuse for not doing it.

- Problems with homework should be resolved before the deadline. If necessary, students should see the member of staff concerned for help.
- As in all things, we expect students to take pride in doing their best.

Role of Parent

- Parents/carers should support students with their home learning but accept that their role will become less important as students become more responsible and independent.
- Parents/carers should try and provide a reasonable place where students can work or encourage them to make use of the college facilities.
- Parents/carers should encourage students to meet deadlines.
- If parents/carers feel that insufficient or too much home learning is being set, they should contact the teacher or tutor who will investigate the situation.
- Parents/carers should make it clear to students that they value home learning and support the college in explaining how it can help them to progress.
- Parents/carers should encourage students and praise them when home learning is completed.
- Parent/carers should sign the Learning Journal each week to show their child that they are monitoring the home learning situation.

Role of Class Teacher

- When reporting on Home Learning teachers will judge the student against the standards below.
- To follow this policy and department expectations in setting of home learning tasks.
- To give full and clear instructions to enable students to complete tasks effectively.
- Set clear and reasonable deadlines in line with the department expectations. This must be a minimum of two evenings for completion of the work.
- Follow the home learning policy in following up students who have not met deadlines.
- Offer feedback to students within 2/3 weeks.
- Provide help and support if a student is having difficulties.
- Ensure all tasks are appropriate and differentiated according to students' needs.

Home learning

1 = **Excellent:** Home learning tasks are always completed on time and to a standard that matches or exceeds current levels/grades. Self-motivated to complete home learning tasks and seeks help from teacher when needed. Achieves performance criteria for individual pieces and also puts into effect previous suggestions for further improvement from the teacher.

- 2= **Good:** Home learning is completed on time and almost always matches individual capability. Presentation is good and care has been taken to complete tasks to a good standard. Uses criteria, model answers and notes given by the teacher to help understand what successful work looks like. Keen to improve performance.
- 3 =**Inconsistent:** Home learning usually produced on time and to an acceptable standard but is occasionally late or barely satisfactory. Completes tasks without full reference to guidance on what successful results or improvement should look like. Sometimes appears to take insufficient time or care with work.
- 4 =**Unsatisfactory:** Insufficient time or care taken over home learning on a frequent basis. Work is sometimes done in catch up sessions because it is not completed on time or to an acceptable standard. Little note is taken of success criteria and so work does not show progress or improvement.

Role of Form Tutor

- To check Learning Journals and inform Head of Learning if deadlines are persistently not met on more than three occasions.
- To check that students are recording home learning tasks and deadlines in their Learning Journal.
- To check that Learning Journals are being signed regularly by parents or carers.

Role of Heads of Learning

- To work in partnership with the Heads of Department to monitor individual students and their respective year group's completion of homework.
- To monitor through the students' learning journals, the frequency of home learning.
- To provide a record of all monitoring to the ELT link.

Role of Heads of Department

- To monitor how assignments are being set in accordance with the department expectations.
- To ensure the quality of feedback given is specific, consistent and helpful.
- To review the effectiveness of the home learning being set and make adjustments as necessary.
- To respond to queries and concerns raised by governors, students, parents and carers about the amount, frequency and quality of assessment of home learning tasks.