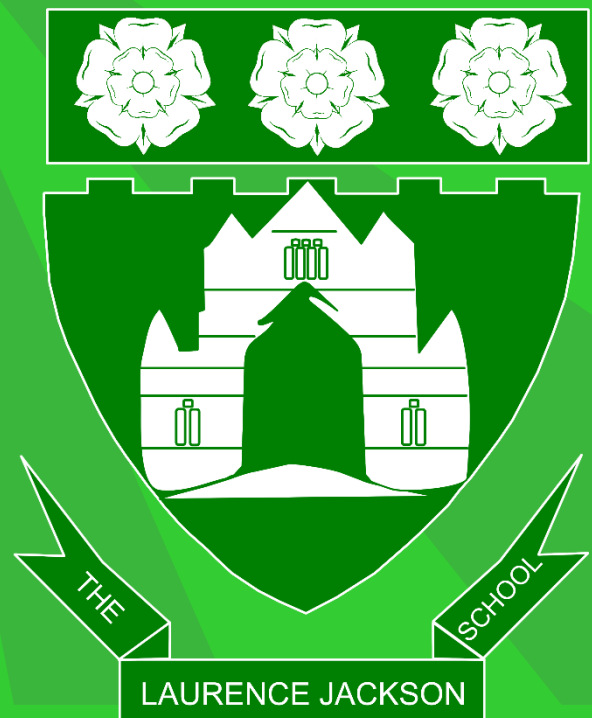


# HOME LEARNING POLICY



## Home Learning Policy

Author	Statutory Changes	Doc Version	Date
Nichola Crawford	N/A	Version 1	September 2020

### Contents

1. Aims
2. Values and principles
3. Legislation and statutory requirements
4. Frequency and type of home learning opportunities
5. Setting Home Learning Tasks
6. Support for students with home learning
7. Monitoring and evaluation
8. Roles and responsibilities for implementation of the home learning policy

#### 1. Aims of the policy

The aim of this policy is to provide a coherent framework from which all departments can develop a consistent and effective approach to Home Learning for students of all ages and levels of ability. This is to:

- Help all students to make progress
- Allow further practice and consolidation of the learning done in class
- Extend learning from the lesson
- Embed key subject content in long term memory
- Reinforce, practise and develop mastery of key skills e.g. calculations
- Engage students in wider reading and research in preparation for future learning
- Give students dedicated time to reflect upon learning, correct mistakes and act on feedback to make improvements
- Develop study skills such as independence, self-discipline, time management and working to deadlines

#### 2. Values and principles

The Home Learning principles that this policy aims to deliver are set out below:

- Every student understands that independent learning is vital to achieving success
- Staff provide every student the opportunity to fulfil their potential by providing timely, purposeful and achievable, giving all students the opportunity to develop and embed their learning
- Parents/Carers are kept up to date regarding the nature of home learning tasks set so that they are best placed to support and encourage their child

#### 3. Legislation and statutory requirements

Schools are responsible for developing and publishing a home learning policy. The school-level Home Learning Policy should be consistent with these Home Learning Guidelines. Schools should:

- Advise parents/carers of home learning expectations at the beginning of the school year and provide them with a copy of the home learning policy;
- Advise parents if a student regularly fails to complete home learning

- School to work with parents/carers to establish good home learning patterns from early primary school;
- Ensure that upper primary and secondary school students use home learning diaries to provide a regular channel of communication between parents/carers and the school.
- Suggested levels of home learning:
  - Year 7 to 9 should include daily independent reading
  - Should be coordinated across subjects in secondary schools to avoid unreasonable workloads for students
  - May extend class work, projects and assignments, essays and research
  - Will generally range from: 30 to 45 minutes a day at Year 7 and 45 to 90 minutes a day in Year 9. Year 10 to 11 will generally increase, and require from 1–3 hours per week night with up to 6 hours on weekends during peak periods.

#### 4. Frequency and type of home learning opportunities

As part of Laurence Jackson School’s ‘High Quality Teaching and Learning’ home learning is planned thoughtfully to enable all students to make progress. There is an expectation that regular opportunities for extended learning will be set in all subjects and as such a prescriptive timetable is not required.

**For Years 7 to 9** English and Maths will set home learning tasks weekly and all other subjects will set home learning tasks in either a Week 1 or a Week 2 (see table below)

Week 1	Week 2
English	English
Maths	Maths
Science	MFL
PE Theory	Geography
History	RE
Computing	Music
Art	Design and
Drama	Technology

**For Years 10 and 11** all subjects will set home learning tasks weekly

In addition to the individual home learning tasks set by subject teachers, **all students (Y7 – 11)** will be guided to use a study technique to reflect on their learning at the end of each week.

Students will be provided with a range of home learning opportunities during their time at Laurence Jackson School. These can be broadly classified as follows:

- **Preparatory work** (opportunities to prepare for learning coming up e.g. background reading, researching key questions, diagnostic tests to assess prior learning)

- **Practice exercises** (opportunities to develop and embed crucial knowledge and skills e.g. range of questions to work through using approaches modelled in lessons)
- **Retrieval and recall** (opportunities for students to generate previous taught crucial knowledge and help with memorisation e.g. set of recall questions (quick fire questions with specific answers), completing diagrams, quizzes in Microsoft Forms.
- **Extend and enrich** (opportunities to take secure learning and extend students' thinking, enriching their existing knowledge e.g. a subject specific application challenge)
- **Review and reflect** (opportunities for students to consider how well they are learning e.g. 'Brain Dumps', responding to feedback 'green pen time')

## 5. Setting and issuing of home learning tasks

Teachers will communicate details of home learning to students via their school emails in a 'window of time' between Friday 3pm and the following Monday 5pm – e.g. Wk 1 Home learning will be emailed out between Friday Wk2 3pm and Monday Wk1 5pm. Students should check their emails and plan their week, using their planners (or [study template](#)), writing brief details of the subject and what needs to be completed, by when in the day they intend to complete the tasks. (See example

below).

*Note: During September 2020 a small group of students and parents/carers will trial the use of Class Charts. Teachers of these students will trial the setting and issuing of home learning via this programme. The trial will be evaluated and reviewed and all parents/carers and students will be informed of the next steps. It is our aim that from November 2020 all home learning will be set and issued via Class Charts.*

## 6. Support for students with Home Learning

Plans are being developed to provide after school provision for students wanting support with their home learning.

If when observing their child working at home parents/carers feel their child would benefit from some specific support with home learning, they are encouraged to email Mrs Crawford Assistant Headteacher in the first instance as we implement this new policy.

## 7. Monitoring and evaluation

Deputy Headteacher (DHT) and Assistant Headteacher (AHT Teaching and Learning) will review implementation of the home learning policy and support Subject Leaders with the monitoring of this. Subject Leaders will undertake quality assurance of home learning within their subject areas to check it is allowing students to progress their learning. This may involve work scrutiny/review, learning walks, lesson observations, student voice and collaborative moderation, guided by DHT and AHT.

## 8. Roles and responsibilities for implementation of the home learning policy

- **Teachers and Learning Support Assistants** will ensure that home learning tasks are timely, purposeful and achievable, giving all students the opportunity to develop and embed their learning
- **Teachers** to set home learning tasks in line with the home learning policy, with sufficiently comprehensive instructions for completion, expectations in line with the resources that students have available and appropriate deadlines for tasks to be completed.
- **Teachers** to check that students have met expectations, provide help and support where required and effective feedback
- **Learning support assistants** to help check home learning tasks are recorded clearly and correctly in student planners, encourage the use of designated home learning school support.
- **Students** to write instructions for home learning tasks and deadline for completion into their planner, to attempt all work and give their best, ensure that homework is completed and handed in to meet the deadline.
- **Students** to inform the class teacher of any difficulties
- **Form Tutors** to be mindful of any students struggling with home learning as part of their pastoral form checks and to help ensure support is initiated if required
- **Subject Leaders and designated Senior leaders** to monitor the quality and quantity of the home learning set, together with feedback given
- **Parents and carers** are encouraged to help their child by going through home learning tasks and checking he/she understands what has to be done; helping with recall and retrieval tasks by being the 'quizzier' (when provided with key questions and specific answers), reinforcing and discussing the importance of completing home learning in order to make progress; provide a suitable environment in which work can be done at home; encourage their child to seek support from school if required, monitor the completion of home learning and contact the school if their child is having difficulties completing set work.