

**Policy Document****Home Learning Policy and Procedures****Rationale and Purpose**

At Stanchester Academy Home Learning is defined as work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not directly supervised by a teacher, but is set and assessed by teaching staff. Home Learning makes an important contribution to students' progress and attainment.

Not all Home Learning has to be done at home. For some students who find it hard to work at home, or for some tasks which may require resources (books, software and equipment) that are more readily available at school, it may be necessary or desirable to carry out the task at school. The Learning Resource Centre and ICT facilities are available for students to use at break times and lunchtimes each day. In addition the Learning Resource Centre is available for students from 3-4pm Tuesday to Thursday each week.

**Aims of Home Learning**

Home Learning enables students to:

- consolidate and extend work covered in class or prepare for new learning activities
- access resources not available in the classroom
- develop and practice skills in all subject discipline areas
- have an opportunity for independent work
- show progress and understanding
- provide feedback in the evaluation of teaching and learning
- enhance their study skills e.g. planning, time management and self discipline
- take ownership and responsibility for learning
- engage parental co-operation and support
- create channels for home school dialogue

Each subject area will ensure that:

- There is clear agreement that Home Learning will be set and when it will be set
- The correct amount of Home Learning will be set and recorded centrally and in the student planner
- Appropriate types of Home Learning are used
- Home Learning is linked into schemes of work
- Incentives and rewards are in place for students who complete Home Learning
- Sanctions are in place for unsatisfactory or missing Home Learning
- The setting and completion of Home Learning is centrally recorded and monitored weekly and resulting action plans implemented – both electronically on EPraise and in the student planner

**Expectations of how much Home Learning is to be set**

The amount of Home Learning set follows national guidelines and is set out below. However, it must be recognised that it is not always possible to estimate the exact time that each piece of Home Learning may take and **therefore these times are guidelines only.**

**Policy Document**

Subject	KS3 Sessions per fortnight	
	Years 7 and 8	Year 9
English, Maths, Science	2 x 45 mins	2 x 60 mins
MFL, History, Geography,	2 x 30 mins	2 x 45 mins
Art, RE, ICT, Music, Design Technology	1 x 30 mins	1 x 45 mins

Subject	KS4 Sessions per fortnight Years 10 and 11
English, Maths	2 x 60 mins
Science	2 x 60 mins
Each Option Subject x 4	2 x 60 mins
Citizenship	1 x 45 mins

National average guidelines for comparison:

Year 7 & 8 = 45 - 90 minutes a day

Year 9 = 60 - 120 minutes a day

Year 10 & 11 = 90 - 150 minutes a day

**When will Home Learning be set?**

Year groups will not be given a fixed HL timetable, rather, the teaching staff will use their professional judgement and set the tasks when they are appropriate for the development of the goals as set out above.

In the case of longer-term 'menu' style or 'pick and mix' points Home Learning tasks, there could be anything up to a full term between officially being set the task and its completion date.

**These dates are and will be clearly identified [as well as the specific success criteria for all components of the project] and communicated to both students and parents via the online system and the student planners.**

Teachers will agree with their classes when Home Learning when it should be completed and when it should be handed in. Students will typically be given a minimum of 2 nights to complete each piece of Home Learning, but this will be directed by the individual member of staff setting the work.

The student will write their Home Learning due date in their planner, the teacher will input the details into EPraise.

**Home Learning tasks**

Home Learning can be a variety of tasks and may include:

- Independent learning
- Consolidation of work in class
- Practice - learning by doing
- Completion of course work assignments
- Research
- Reading
- Interviews

**Policy Document**

- Drawing
- Using ICT
- Recording
- Practising skills/tasks/activities started in lesson
- GCSE specific questions
- Key words/grammar/spellings practice
- Something exciting that crops up in the lesson!

Each piece of Home Learning set must involve the student being given structured guidelines or success criteria and the student must be able to demonstrate that they have completed the Home Learning. For example, they may be set to produce a set of revision notes for a specified topic. Students should not be asked to research a topic without clear guidelines or success criteria. However, they may be asked to research a topic and prepare a talk to present to the class.

**Encouraging the completion of Home Learning**

The school priority for 2016 – 2019 is to ensure that appropriate and challenging Home Learning is set, recorded and marked appropriately. All students should be encouraged to complete Home Learning by being offered support, guidance, rewards, incentives and praise. Subjects are expected to develop their own rewards and incentives scheme for completion of Home Learning which may include the use of positive phone calls home, letters, postcards, certificates, prizes and merits. This links to our reward system and rationale and should be read alongside this.

When Home Learning is set, the teacher will check that the task meets the students' needs and that they understand what is required of them. Students who require additional clarification or support should request this in advance of the deadline for completion.

If Home Learning is not completed by the deadline or not completed to a minimum level (appropriate to the students' ability), the teacher must record that this is the case and follow the department guidelines on the implementation of sanctions. A range of sanctions will be used which may include:

**Class Teacher** - discussion and negotiation with student, informing tutors and parents via student planner or other communication. Detention if necessary.

**Head of Subject** - discussion and negotiation with referred student, informing parents by diary. Letter to parents and detention if necessary.

**Form Tutor** - through weekly monitoring of planners, identifying students with Home Learning problems across several curriculum areas and refers to Head of Year.

**Head of Year** - discusses and negotiates with student, communicates with parent and applies sanction or support where appropriate. This may include requesting support from the HUB or SENCo if the student is on the SEN register.

Whilst the ultimate aim is for all students to complete all Home Learning to a high standard, teachers will focus primarily on setting and marking Home Learning, offering support and guidance and keeping accurate records. For workload reasons teachers are not expected to set a detention each time a student does not complete a piece of Home Learning. However, teachers

**Policy Document**

will keep accurate records, inform parents and set detentions for persistent offenders with Head of subject/department support. It is recognised that parents have an important role to play in supporting the school by encouraging their son/daughter to complete all Home Learning set.

**Responsibilities for Implementation and Monitoring**

The role of the student:

- Listen to Home Learning instructions in class
- Seek clarification or further information from the teacher if needed
- Copy down instructions for the task and deadline date into the student planner
- Ensure that Home Learning is completed and handed in to meet the deadline
- Attempt all work and give their best
- Inform the class teacher of any difficulties

The role of the Parent:

- Reinforce its value through positive feedback to give students the confidence to persevere, work hard and reach high standards of achievement.
- Provide a table, chair and a quiet place to work.
- Negotiate with the student when Home Learning is to be done as a student's free play is important too.
- Check the time spent on individual tasks.
- Ensure that outside clubs do not hamper a child's quality of work and put a child under undue pressure.
- Check presentation of Home Learning being returned to school.
- Check and sign the School Planner each week//check on EPraise for HL details.
- Provide the school with information about any problems through the Home Learning diary or by contacting the school directly

The role of the Tutor:

- Monitor planners once a week to check that home learning is being set and recorded
- Use Guidance time to promote the importance of completion of home learning with the class
- Discuss home learning with a student if there appears to be a concern
- Check that the planner is being signed by the parent/guardian and follow up if necessary
- Note and respond to any comments written in diaries by parents
- Communicate concerns to the Head of Year

The role of the Class Teacher:

- Set appropriate Home Learning which meets the needs of all students
- Set Home Learning according to the agreed timetable
- Record all Home Learning tasks set on the Home Learning Portal - EPraise
- Provide the stimulus
- Give full and comprehensive instructions
- Set deadlines for completed work and provide encouragement and support for students to meet these deadlines
- Provide feedback on Home Learning in line with the school Marking/assessment Policy.
- Provide help and support

**Policy Document**

- Inform the Head of subject/department when problems arise.

The role of the Head of subject (or together with a designated member of department):

- Monitor the quality and quantity of Home Learning tasks set
- Liaise with subject members on the setting and quality of Home Learning where appropriate.
- Provide opportunities for the sharing of good practice within department meetings.
- Investigate and respond to parental queries regarding the setting of Home Learning
- Seek to enhance the quality of Home Learning set.
- Monitor and evaluate the Home Learning policy and procedures within their curriculum area.
- Follow up, with department members, cases when appropriate Home Learning has not been set
- Evaluate and update the department action plan (the 'TIP')

The role of members of the Senior Leadership Team

- Provide staff, students and parents with the necessary Home Learning documentation.
- Receive half termly reports from the Head of department and ensure that actions are implemented
- Monitor and evaluate the school Home Learning policy.
- Review annually the Home Learning policy with Governors

In addition, Heads of Year, Key stage Coordinators, Heads of Department and the Senior Leadership Team will sample Home Learning records and completed Home Learning through lesson observations, learning walks, drop-ins and also talking to students [an integral aspect of student voice] as part of routine monitoring procedures.