



Home Learning Policy



Policy & Procedure Number: 32

Date of Board of Governors Review: Spring 2021

Next Review Due: Spring 2023

School Link: Claire Ward

Revision Number: v2

A Commitment to Excellence





I RATIONALE

- 1.1 This policy statement has been produced to provide a coherent framework from which all faculties 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 doing homework must be instilled at an early age in all students, so that independent home study becomes routine.

2 THE AIM OF THIS POLICY IS TO:

- 2.1 Enable students to understand that independent learning is vital to achieving success.
- 2.2 Give every student the opportunity to fulfil his or her potential.
- 2.3 Instil in all students the importance of life-long learning.
- 2.4 Provide training for students in planning and organising time.
- 2.5 Promote a responsibility for learning within each student.

Please use the following link for evidence base and effectiveness of homework in secondary schools. [EEF Link](#)

- 2.6 For homework to be effective it has to be stimulating and challenging whilst being supported through the quality of the teaching and learning occurring in the classroom. Teaching approaches are suitably varied with appropriately chosen activities and learning experiences. It is on this basis that this policy should not be seen in isolation but as part of the learning and teaching at Wade Deacon High School. This policy in conjunction with the Learning and Teaching Policy and the Assessment and Feedback Policy contribute to raising attainment and the quality of the educational experience we provide to students and parents.

3 PURPOSES OF HOMEWORK

- 3.1 There are many reasons for setting homework, examples of which may include:
- 3.1.1 To encourage and develop self-discipline, study habits and a range of skills in planning and organising time.
- 3.1.2 To allow reinforcing, extending and consolidating of work done in class.
- 3.1.3 To give students experience of working on their own, and to develop in students a sense of responsibility and commitment to their own learning.



- 3.1.4 To involve parents/carers as partners in education.
- 3.1.5 To prepare for test/examinations.
- 3.1.6 To further challenge, extend and support all children of all abilities and talents.

4 PRINCIPLES UNDERLYING HOME LEARNING POLICY

- 4.1 Students must take full responsibility for their homework and should be supported by their parents/carers.
- 4.2 Homework should be issued in appropriate quantities, and completion dates should be both clear and reasonable, taking account of extracurricular activities of students, including family and cultural obligations.
- 4.3 Homework should be a carefully planned and an integral part of the course.
- 4.4 It should not be seen as an “add-on” or a dispensable extra.
- 4.5 Homework should match the needs and abilities of students.
- 4.6 Homework should promote opportunities for consolidation and extension.
- 4.7 Homework is related to current work and where possible is stimulating and challenging.
- 4.8 Students should be adequately prepared for the completion of tasks set i.e. they are not to complete homework where the topic has not been covered in class unless the homework requires research on a topic about to be studied.
- 4.9 Homework should involve all members of each year group.
- 4.10 Homework should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.

5 TYPES OF HOME LEARNING

- 5.1 Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:
 - 5.1.1 Consolidation exercise e.g. maths, including memorisation of tables.
 - 5.1.2 Practising for mastery e.g. spelling words.



- 5.1.3 Practising words or phrases learned in a language other than English.
- 5.1.4 Reading for pleasure.
- 5.1.5 Essay writing.
- 5.2 Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:
 - 5.2.1 Background reading.
 - 5.2.2 Reading e.g. English text for class discussion.
 - 5.2.3 Researching topics for a class unit of work.
 - 5.2.4 Collecting items e.g. geometric shapes.
- 5.3 Extended Learning Pieces – encouraging students to pursue knowledge individually and imaginatively over a period of time, including:
 - 5.3.1 Writing e.g. a book review.
 - 5.3.2 Making or designing something e.g. an art work, geographic piece such as a volcano.
 - 5.3.3 Investigations e.g. science, geography.
 - 5.3.4 Researching e.g. history, local news.
- 5.4 Revision – enabling students to prepare fully for both internal and external examinations and assessments:
 - 5.4.1 Revising information about a current topic and in preparation for tests and examinations.
 - 5.4.2 Information for summative assessments.
 - 5.4.3 Schools however, should have regard for equity issues when setting homework that relies upon the use of technology; students who do not have access to such technology at home should not be disadvantaged.
- 5.5 School Synergy is the platform that class teachers will use to set homework. Students can also write down information in their Learning Journals.



5.6 Leaders can monitor the volume and frequency of homework through Synergy.

6 TEACHERS & PERSONAL TUTORS

6.1 Class Teachers should issue and monitor regularly, homework undertaken by students whilst ensuring that instructions are stated clearly and uploaded onto School Synergy.

6.2 Personal Tutors will ensure homework is being recorded and actively seek information from students and class teachers to establish if homework is being set.

6.3 Home Learning that is not completed on time or is not of the required quality (in line with ability) is recorded on Synergy. Over the year, class teachers use this information during reporting windows to report students' Attitude to Home Learning (ATHL). See criteria (Section 11) below.

7 PARENTS/CARERS SHOULD:

7.1 Log in to Synergy which gives them information about the homework that their child has been set so they are kept up to date with homework.

7.2 Support their child with homework as much as possible and ensure a quiet working environment for this to be completed.

7.3 Provide equipment and materials to aid completion of homework tasks.

7.4 Contact their child's personal tutor if they have concerns over homework.

8 THE ROLE OF STUDENTS

8.1 At every stage, students should recognise the value of homework, and be fully aware of its capacity to improve learning.

8.2 Students can also record all homework in the learning journal and a date for completion.

8.3 Students should complete all homework, on time and to the best of their ability.

8.4 Student should plan their programmes of study, to ensure that their workload is as evenly spread as possible.

8.5 Students should seek appropriate support to ensure that they are able to complete tasks set for homework from their class teacher or other appropriate adult.



9 FAILURE TO COMPLETE HOMEWORK

- 9.1 Any system to ensure the completion of homework must ultimately involve working in partnership with parents/carers and the students involved.
- 9.2 All sanctions will be issues in line with the Behaviour for Learning Policy.
- 9.3 Homework that is not completed on time or is not of the required quality (in line with ability) is recorded. Over the year, class teachers use this information during reporting windows to report students' Attitude to Home Learning (ATHL). See criteria (Section 11) below.

10 FREQUENCY & FEEDBACK

- 10.1 The regularity of feedback is specified by each subject and determined by curriculum time.
*Internal subject appendices are available for *frequency* of homework and how feedback will be given so that students can make further progress.

11 ARR: ASSESSMENT, RECORDING & REPORTING

- 11.1 Student reports will also comment on the quality of home learning (ATHL) using grades 1 – 3. The criteria is as follows:
 - 11.1.1 Positive Attitude to Home Learning (1): Homework and revision activities are always completed on time and to a standard that is acceptable/in-line with the student's ability. There is evidence of home learning through classwork and MAPs.
 - 11.1.2 Home Learning Requires Improvement (2): Homework and revision activities are sometimes completed late and to a standard that is below the student's ability. There are some gaps in learning within classwork and MAPs because not enough revision is being completed at home.
 - 11.1.3 Cause for Concern (3): Homework is often not completed unless sanctions are put in place to complete the work. Work that is completed lacks any effort and is completed to a standard that is considerably below the student's ability. Classwork and MAPs highlight that ongoing revision is not being completed at home.
- 11.2 When reporting Attitude to Home Learning, class teachers should balance the number of homeworks set along with the number of issues reported.