



Home Learning Policy

Policy Number	1
Approval Date	June 2019
Review Date	July 2024
Governors' Sub-Committee	Curriculum and Standards
Statutory Policy	No

Policy Objectives:

- To incorporate key documents that set out the expectations of high quality home learning practices at Higham Lane School and Sixth Form.
- To outline the expectations and responsibilities of staff, students and parents to enable the delivery and completion of high quality home learning at Higham Lane School and Sixth Form
- To establish an effective approach to home learning that supports students of all abilities and maximises student progress
- To illustrate how Higham Lane School and Sixth Form is monitoring the quality of home learning and how this will inform future actions.

Signed:

Chair of Governors Date: June 2019

Context and Rationale:

Feedback from a range of sources including Student Voice (in a range of contexts), parental surveys and has allowed us to develop a consistent and suitable approach (for the needs of students and different subjects) to home learning in KS3, KS4 and KS5.

All students are entitled to the highest standards of learning and teaching at HLS to enable them to make progress. The Senior Leadership Team is united in ensuring that home learning tasks are high quality, regular, relevant and of value when given to students and that feedback is of a consistently high standard and leads to further progress being made.

We aim to ensure students have opportunities to further cement, acquire or apply knowledge beyond the classroom in the form of homework activities. We also aim to empower students to be able to confidently seek solutions to problems, enabling them to be able to independently apply and extend their learning outside of lessons. At HLS we view home learning to be an important tool for promoting a love of learning and an integral part of the learning journey as students progress from Y7 to Y11 and from Y12 to Y13, as well as an opportunity to engage family members in learning and supporting the learning of our students.

Overall purpose:

Home learning should support a knowledge-led curriculum and build students' knowledge and understanding towards a mastery approach. Teachers should firstly ensure that students have sufficient knowledge, through self-quizzing and low-stakes assessments; opportunities through home learning tasks should provide this. Home learning activities must be challenging and linked to the expected learning outcomes, objectives and success criteria within a Scheme of Learning. Whilst ideally teachers should set homework activities that build students' reading stamina and long term memories, tasks that promote higher order thinking skills such as analysis, evaluation and creativity should also be considered.

In addition, the purpose of home learning is to:

- Reinforce, extend and consolidate subject knowledge, understanding and key skills, raising levels of progress and achievement
- Provide regular opportunities for students to read widely in order to build reading stamina and increase academic vocabulary
- Develop students' long-term memories using a range of strategies to retrieve and recall knowledge through the use of knowledge organisers/quotations/formulas/mind-maps/other information sources. These activities will link to the next lesson, often through the 'Do Now' activity.
- Develop a range of skills in identifying and using relevant information and resources
- Establish habits of study, concentration and self-discipline (including independent learning skills of planning, information retrieval, time management to meet deadlines), which will enable students to become lifelong learners and support them for the rest of their lives
- Strengthen home-school links, reaffirming the role of parents/carers as partners in education
- Provide parents/carers with insights into what is being taught in school, the progress of their children and the next steps they need to make
- Support, challenge and extend all students, irrespective of gender, social background or ability and allows them to achieve and develop, raising levels of attainment and achievement

- Provide students with online opportunities to develop knowledge, skills and understanding, for example with programmes such as mymaths and Seneca learning.
- Ensure that students have the opportunity to study beyond the curriculum through home learning activities. For example, this may be through the use of the department's wider reading lists where students can give verbal and/or written responses. These will be rewarded by teachers through the rewards system. Or it may be opportunities to take part in extra-curricular activities where a degree of home learning will be required. For example, the maths challenge, writing, debating competitions.

The following purposes may also be served though the setting of home learning activities:

1. Pre-learning	2. Processing & Reflecting
<p>Used to provide an introduction to a topic or background for a more in-depth lesson. Pre-learning may be used to stimulate interest and research into a subject/concept.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Undertaking some reading and outlining a main argument/devising some questions/linking to previous knowledge • Research 'X' and write down 5 questions you have relating to the subject (ensuring students understand how to research effectively...) • Collecting data or resources for GCSE Controlled Assessments or KS3 extended projects • Researching a specific question/area and producing a summary that can be shared in the next lesson 	<p>This type of home learning is used when we want students to reflect on prior learning, key concepts, think of new questions to ask, apply skills or knowledge that they have learned, synthesize information, or show that they see the big picture.</p> <p>Examples</p> <ul style="list-style-type: none"> • Self-assessment exercises that encourage reflection and review of attainment and progress • Responding to Follow-on Tasks/questions from teachers that encourage students to reflect on and develop previous answers/work • Tasks that are geared towards students demonstrating higher-order skills (e.g. ranking exercises, odd one outs etc.) • Planning for a specific role in group activities (essays, other written responses and practical activities that encourage analysis, synthesis and evaluation)
3. Checking for Understanding	4. Practice/Consolidation
<p>Used to check understanding following a class activity, allowing the teacher to modify and adapt subsequent lessons where some or all students require further support/guidance.</p> <p>Examples</p> <ul style="list-style-type: none"> • Complete a series of questions or tasks on a specific topic (e.g. algebra, osmosis, WW1) • Create a concept map or summarise the main points of a particular chapter/topic • Read a short story/poem/article and identify types of poetic device/persuasive features etc. • Responding to Follow-on Tasks from teachers that encourage students to reflect on previous answers/work and develop answers further 	<p>Used for more extensive practice once students have demonstrated an understanding of the subject/topic. This is likely to be in the form of practice papers and more extensive sets of questions or the repeated application of a learnt skill.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Revision of key processes, vocabulary or concepts • Revision of vocabulary in MFL subjects • Practising mathematical and scientific calculations to develop habits of mind and methodical learning skills • Responding to Follow-on Tasks/questions from teachers that encourage students to reflect on previous answers/work and practise elements further

(adapted from Vatterott 2009)

The following table shows the range of knowledge, skills and understanding that is assessed through home learning activities:

	Evaluation	Critically assessing or reviewing the effectiveness in relation to values, efficiency, outputs or viability Judging against criteria	Review, justify, assess, present a case for, defend, report and argue.
	Analysis	Interpreting elements, structures and relationships, reliability and quality of components	Analyse, break down, catalogue, measure, test, examine, experiment, plot and relate.
	Application	Applying to new scenarios, putting into practice, responding to different circumstances	Discover, use, apply, solve, produce, implement, change, construct, perform and respond to.
	Comprehension (Developing understanding)	Understanding meaning, re-stating, interpreting and translating	Explain, report, classify, summarise, discuss, translate, re-write, interpret, illustrate, paraphrase.
	Building knowledge	Recalling, repeating or recognising information	Define, describe, remember, select, state and label.

The frequency and duration of home learning:

The amount of time that students are expected to spend on home learning will depend upon their age and ability. With a two-week timetable and split classes in some subjects, the setting and receiving of home learning tasks will not be exactly the same for all students. In view of these range of experiences, a degree of flexibility is required. Therefore, HLS no longer operates a rigid home learning timetable. As a result of this we offer a guide to the amount of time parents and carers should expect their son/daughter to spend on home learning per week. Wherever possible students will be given one - two weeks to complete their home learning - this will allow time for them to seek further assistance or support if they find they have any problems. Subject teachers will set home learning tasks that are broadly in line with the following timings and frequency:

Year	Approximate volume of home learning tasks per subject	Frequency	Approximate volume and frequency per subject per half term (depending on the duration of the term)
KS3 (7,8 &9)	30 minutes of home learning per subject	Every 2 weeks	120 minutes per subject, every half term
KS4 (10&11)	45 minutes of home learning per subject	Every 2 weeks	180 minutes per subject, every half term
KS5 (12 & 13)	Students are expected to spend an extra hour on homework and independent learning for every hour of teaching.		

- At Key Stage 3 most students study 13 subjects (English, Mathematics, Science, Art, CPSHE, Design & Technology, Geography, History, ICT, Music, PE, Modern Ethics and a Modern Foreign Language)
- At Key Stage 4 most students study between 9 and 12 subjects (English Language & Literature, Mathematics, Sciences, 4 option subjects, Modern Ethics, CPSHE and Core PE)

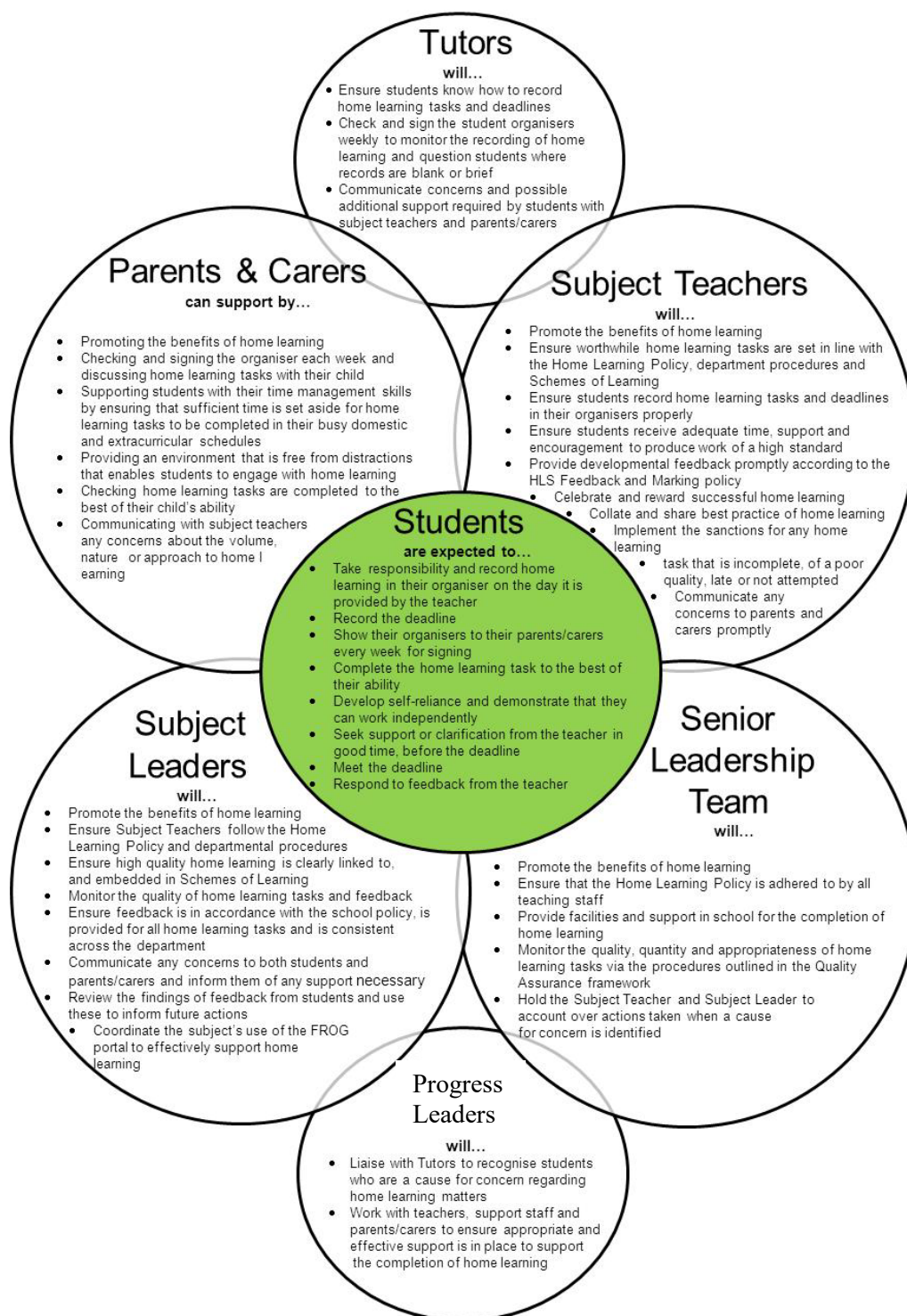
- At Key Stage 5 most students study 3 A Levels with a few students studying 4 A Levels

The use of Google Classroom:

- Students will be given support through lessons and tutor time to understand how to access relevant sites and use Google Classroom effectively
- Students can download and upload home learning and documents to their own personal files on Google Docs at a time convenient to themselves
- Where home learning is not submitted electronically, students are expected to bring printouts of any home learning that is completed electronically to the lesson and not expect to be able to print it out during the lesson for when the deadline has been set.
- Parents and carers will be given support in understanding how to access Google Classroom and relevant sites through written guides, emails and parents' information evenings.

Responsibilities and expectations of stakeholders for the setting, recording, monitoring and evaluation of home learning.

All stakeholders are expected to fulfill their roles and responsibilities in order to enable home learning to be completed to a high quality.



Monitoring of student completion of home learning:

- Subject teachers have overall responsibility for the monitoring of completion of home learning and the issuing of rewards and sanctions as required by following the procedures outlined in the Behaviour for Learning Policy
- Subject teachers will inform parents or carers if a student fails to complete home learning
- Whilst students who have not completed home learning should expect to receive appropriate sanctions, teachers will use their discretion and professional judgment to support students in the way they see most appropriate depending on individual needs
- Whilst missed deadlines and incomplete home learning tasks will be followed up by the subject teacher, a disproportionate amount of time and effort will not be spent following up missed or incomplete home learning tasks. This will be reflected in a student's effort and attitude to learning grades in their termly assessments.
- When students have missed home learning as a result of absence, it is their responsibility to check with their teacher about the tasks they have missed. The teacher should give guidance about which tasks should be prioritised and make sure the relevant resources are made available.
- The subject teacher is to inform the Subject Leader, Tutor and Progress Leader of students who are a cause for concern in relation to Home Learning as they possess an overview of student performance across the subject and curriculum, enabling the implementation of monitoring and support measures for students by Tutors and Progress Leaders.

Monitoring, Evaluation and Review:

The SLT is committed to continually reviewing and refining the home learning procedures to ensure that the quality of information we draw, enables us to meet the needs of every student and teacher at HLS.

- Monitoring of the Home Learning Policy is the responsibility of the SLT. The Assistant Headteacher with responsibility for Teaching & Learning will monitor the effectiveness, quantity and quality of home learning across the whole school via the means of:
 - Departmental and whole-school student and parent/carers voice discussions and surveys
 - Departmental Schemes of Learning and their content
 - Reviewing home learning departmental Quality Assurance findings to identify opportunities for further development across the whole school
- The Assistant Headteacher with responsibility for Teaching & Learning will be supported by the SLT in the monitoring of the Home Learning Policy through link meetings with Subject Leaders
- The effectiveness of this policy will also be monitored through Departmental Reviews and external Ofsted inspections.

Links to Other Policies:

- Feedback and Marking Policy
- Behaviour for Learning Policy
- Teaching and Learning and Assessment for Learning Policy
- Special Educational Needs Policy

Appendices:

- Guidance materials on 'How Parents and Carers can support and enhance learning at home'
- Guidance materials on 'How to plan a Scheme of Learning'
- Higham Lane Lesson Plan
- Quality Assurance Framework and Documentation