

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

HOME LEARNING POLICY	
Approved by GCET/Adapted by Copleston High School	
Reviewed/Amended	May 2021
Ratified by Copleston LGB	30.6.21
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Responsible Officer	Sean Harrington
Policy Number	CS12

INTRODUCTION

Home learning is a key part of the learning experience of all students in the school. This policy therefore ties in very closely with the curriculum and learning policy and will be reviewed in conjunction with that document.

Home Learning has a number of different purposes:

- To consolidate what is being learnt in lessons
- To prepare for subsequent lessons/assessments
- To facilitate spaced repetition and interleaving of concepts and content
- To prepare younger students for the demands of independent study higher up the school and beyond
- To extend and engage students in wider learning
- To create channels for dialogue between home and school

Home learning is most valuable when it is clearly linked to work done at school (i.e. it is relevant), however it should not simply be an extension of that day's lesson.

Home learning can be used to review previous work and for retrieval practice, and this becomes essential as students approach public exams. Home learning should also be designed to stretch and challenge pupils, and to broaden the scope of the curriculum they are studying. Home learning should not be set as a punishment, however it is appropriate that incomplete classwork should be caught up with at home and this would be in addition to formal home learning.

WHAT KINDS OF TASKS MAY BE SET?

The nature of the home learning activity is crucial if pupils are to be convinced of the value of out of school learning - irrelevant exercises given in a tokenistic way should be avoided. There are many different home learning tasks that are valuable – the following are some suggestions:

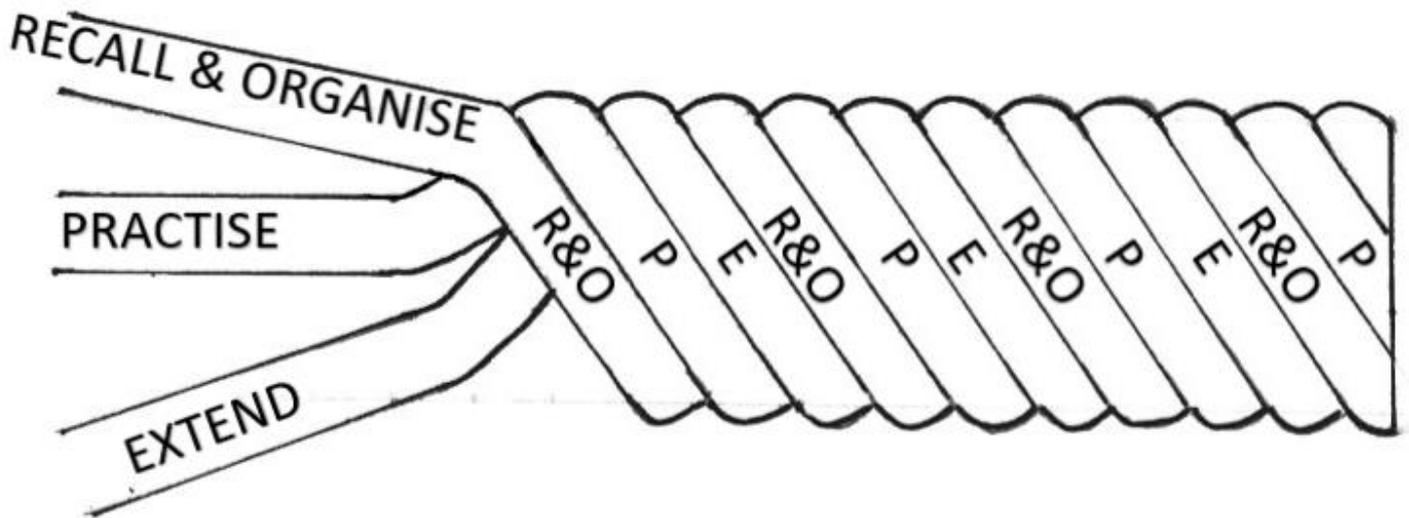
At Copleston we have developed the ROPE model of home learning.

Recall

Organise

Practice

Extend



Home Learning should alternate between these three strands, to ensure that all students are developing a rounded set of subject skills and knowledge. Example home learning for each strand could be:

Recall and Organise

- Learning key vocabulary
- Learning a topic through use of a knowledge organizer
- Producing a mind map or flash cards on a given topic

This style of home learning should generate no teacher marking. Completion can be

assessed by the use of low stakes quizzing in lessons.

Practice

- Comprehension or calculation questions
- Past exam questions
- Skills practice, drawing a graph, producing a piece of prose.
- Subject specific work to facilitate progress

Self or peer assessment can be key here. Any teacher marking that does need doing should be built into the department's assessment policy, not in addition to it.

Extend

- Research tasks
- Extended projects – Activities that take more than a week, and may cover multiple homework slots e.g castle building, model cells etc
- Super curriculum activities –all departments will offer super-curricular activities for students to undertake each half term. These will include subject based reading, cultural research and presentations. Students will have the opportunity to share their super-curricular work in small groups each half term as part of PSHEE.
- Cross curricular work – work that may involve input from two or more different subjects, e.g a poem about a science topic, or artwork on a geography topic.

When setting work from the extend strand, teachers must consider how to make it accessible for all students.

SHOW MY HOMEWORK

The school is now going to be using Show My Homework (SMHW), an online platform for the delivery and monitoring of home learning. This will replace the existing log book system. All staff, students and parents will have a log in for the site, and it will be accessible from a desktop computer, tablet or phone.

The expectation is that every piece of home learning is set via SMHW, if it is not on SMHW then the home learning is not considered to have been set. Consideration should be given to ensuring that all relevant resources have been uploaded or linked to. Initially we will still expect paper copies of resources that need writing on to be given to students.

HOW MUCH HOME LEARNING SHOULD I SET, AND HOW OFTEN?

The nature and frequency of home learning will vary according to both stage and subject. It is not appropriate, therefore, to adopt a 'one size fits all' approach. The following are guidelines.

- At KS3 it is reasonable to expect students to spend 20-30 minutes on a standard home learning task.
- At KS4 it is reasonable to expect students to spend 30-45 minutes on a standard home learning task.
- At KS5 students should expect home learning tasks of at least three hours per subject per week, but they are also expected to supplement work in lessons and for home learning with self-directed study (e.g. background research and reading around the subject). This work may be done at home or during the student's non- contact lessons.

As a guide, students at Key Stage 3 should expect home learning to be set once every three to four lessons of subject time in the core and most of the foundation subjects.

At Key Stage 4, students should expect weekly home learning in the core, and most of their option subjects. At Key Stage 5, students will be set weekly home learning in each subject.

Where students in a subject have more than one teacher, those teachers should liaise to ensure that they do not all set home learning in the same week. It may be more suitable to set tasks across a whole year group or subset thereof that may not directly be linked to the lessons that week. This may be the case when home learning is facilitating retrieval practice and spaced repetition.

Each individual department will have a home learning policy that interprets this guidance for their own situation and sets out expectations for that subject.

HOW HOME LEARNING IS SET

All students at Copleston are provided with a login for the SMHW online platform. Staff will set home learning on this platform at the appropriate intervals, and it is expected that students will be told about the home learning in class. However, our expectation is that students take responsibility for their own learning and check SMHW on a daily basis. Clear instructions will be given by the teacher including:

- Details of the task (on a separate assignment sheet if appropriate).
- Date it is due in. *NB home learning must not be set for the next school day, (e.g set on Friday for Monday), but instead students must be given a reasonable amount of time in which to complete the task, considering how long you expect the student to take to complete the work.*
- Guide time (how long the student is expected to spend on it).
- Success criteria.
- All necessary supporting materials will be uploaded or linked to.

SUPPORTING STUDENTS' COMPLETION OF HOME LEARNING

We recognise that some students are unable to complete home learning at home. For this reason, we offer supervised home learning help sessions at school (including use of computers and other specialised equipment where it is needed).

WHAT HAPPENS IF HOME LEARNING IS NOT COMPLETED OR A YOUNG PERSON CANNOT DO IT?

It is important to provide positive encouragement to students to complete home learning in the form of rewards. If there is a problem or difficulty which means that a young person has not been able to complete home learning, they should be given further guidance/help and another opportunity to complete the home learning rather than being punished in the first instance. Positive reinforcement for students completing home learning can help to encourage others to complete work.

If the home learning is still not completed, or there is a pattern of non-completion, there are a range of sanctions that departments and individual teachers might impose. These include (suggested order of use):

1. Discussion with pupil after first non-complete piece of work
2. Break or lunch time detention
3. After-school attendance in detention or home learning club
4. Contact with home to develop a way forward
5. Home learning report which will include intervention from LOL/Ry

If 2 successive home learning tasks are not handed in, then the teacher should apply one or more of the above sanctions. At this point G4S should be used to record the issue. In addition Ry will be monitoring completion of home learning across the school, to identify issues, and this will then be dealt with in conjunction with LOLs

Parents/Carers are asked through the Home/School contract to support the School in encouraging young people to complete home learning. They will be able to monitor their child's home learning through the SMHW app.

ROLE OF THE HEAD OF DEPARTMENT

- To ensure that the home learning policy is consistently applied across the department.
- To have a clear department policy on home learning.
- To monitor the setting of home learning.
- To monitor the quality of home learning set and completed.

ROLE OF THE LEADER OF LEARNING AND FORM TUTOR

- To monitor Go 4 Schools and SMHW and intervene where non completion of home learning becomes persistent.

ROLE OF SLT

- To support middle leaders in monitoring home learning.
- To ensure home learning is an explicit element of feedback reviews, coordinated by the SLT assessment lead in accordance with the school calendar.