



HOMEWORK POLICY

RESPONSIBILITIES	
To determine and approve policy and ensure compliance	ESA SLT
To implement, deliver and comply	Headteacher and SLT
APPROVAL DATE	February 2022
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REVIEW DATE	February 2024
SLT LEAD	Associate Principal

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1. PURPOSE OF THE POLICY/STATEMENT OF INTENT

The School believes that home learning plays an integral part in a student's learning and that well planned, purposeful home learning has a significant impact on increasing student progress and raising attainment.

2. PRINCIPLES AND RATIONALE

We believe home learning is important because it:

- consolidates and reinforces skills, techniques and understanding learned in the classroom to be further practiced
- develops independence, self-discipline, supports good organisation, consistent study patterns and time management
- extends learning, permitting more rapid progress to be made in school
- allows students to take ownership and responsibility for learning
- develops research skills
- develops the motivation to study effectively on their own and encourages students to be self-sufficient, work independently and be resourceful
- enables parents to be involved and support their child's learning
- creates channels for homeschool dialogue

The aims of this policy are to:

- ensure a consistent approach throughout the school
- ensure the needs of the individual student are taken into account
- help parents/carers to have a clear understanding about expectations for their child and themselves
- ensure that home learning arrangements are manageable for all

The aims of the home learning policy are to provide clear expectations and guidelines to staff, students and parents to maximise the impact of home learning for all.

3. PRACTICE

'Home learning' is any work or activity that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. Not all home learning is done at home; in fact, for some students who find it hard to work at home, or for some tasks, which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school. Staff are required to set and assess appropriate home learning on a regular basis. All students are expected to complete home learning tasks. Parents/carers are encouraged to take an active role in the process.

4. KEY ROLES AND RESPONSIBILITIES

Guidelines to staff

Home learning tasks should:

- be set regularly according to the school's timetable with reasonable deadlines
- be recorded and resources (where appropriate) made available on Google Classroom
- be relevant, varied and purposeful, and not used simply for 'finishing off' classwork
- be differentiated, where necessary, so that they are accessible for all students
- be set with sufficient time for clear explanation and recording
- positively encourage the support of parents/carers
- be marked in an appropriate manner and returned to students within a reasonable timescale
- be followed up if not completed
- be followed up with a student reflection if applicable
- be set for students with long-term absence or who are excluded

home learning tasks could include:

- investigations
- tasks that involve others e.g. interviews
- extended writing
- research – including use of books and the internet
- practical work
- reading
- revision e.g. revision notes, past-papers
- study and learn notes or vocabulary
- drafting and redrafting work
- creative tasks such as drawing, designing or making
- making a short film/animation
- problem solving
- watching and reviewing video clips or TV programmes
- presentations
- listening
- report writing
- practising skills and concepts learned during the lesson
- use of ICT
- projects
- memorising
- calculations/numeracy

Guidelines to students

Students are expected to take responsibility for their home learning by:

- checking Google Classroom each day as a constant and reliable diary of what home learning is due
- asking the teacher to explain instructions again where necessary
- producing high quality home learning
- completing the set tasks and seeking help if they are having difficulty
- keeping to deadlines by attempting home learning before the deadline and contacting staff if the need arises.

Guidelines to parents/carers

Parents/carers are asked to:

- take an interest in their child's work by logging into Google Classroom (where access has been requested) and seeing the deadlines and tasks set.
- offer praise when their child achieves significant success
- give as much encouragement as possible
- inform the teacher, via email, if there is a genuine reason for home learning not being done
- contact the class teacher or Head of Faculty if they have concerns about the frequency/quality of home learning

5. IMPLEMENTATION

The following is a guidance of the amount of time that should be spent on home learning

Key Stage 4 (Years 10 and 11)

Each subject will set at least two home learning tasks each half term. Staff have increasing flexibility to negotiate handing in dates with their classes.

Preparation for GCSE controlled assessments/ coursework should be integrated into the home learning pattern as far as possible. Year 11 students will generally have revision home learning in the two weeks prior to the mock examinations.

Key Stage 5 (Years 12 and 13)

In the Sixth Form, students are expected to engage in out-of-lessons work that goes far beyond what is actually set for home learning. In many cases, the grade achieved at 'A' level will depend on how much reading around the subject, extra work or research a student undertakes during a course.

There are no limits to this kind of work, although a sensible balance needs to be maintained. Every hour of lesson time should at least be matched by an hour of private study/home learning.

6. MONITORING

Completion of home learning is checked by the subject teacher and non-completion should be followed up. Any concerns must be referred to the Head of Faculty and/or Head of Year as appropriate. The setting of home learning, its quality and its assessment are monitored by the Head of Faculty as part of the school's monitoring and evaluation process. Heads of Year monitor the amount set for individual students. SLT have oversight of the process and ensure that the policy is being applied consistently. Parents should monitor the setting and completion of home learning through Google Classroom.