



HOME LEARNING PROCEDURES

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| Last Reviewed | March 2016 |
| Next Review Date | February 2022 |
| Ratified by the Trustee Board | February 2019 |

HORSFORTH SCHOOL

Home Learning Procedures

1 Aim

The aim of this document is to give guidance to staff and all stakeholders around the expectations and procedures associated with Home Learning for students in all Key Stages.

2 Context

The Principles of Home Learning at Horsforth

After a review of the evidence, a consideration of the school ethos and an analysis of the socioeconomic characteristics of the students, the home learning procedures at Horsforth School, will be informed by the following principles:

- * Tasks should be precise, structured into departmental schemes of work and should be clearly related to ongoing classroom work or revisiting topics taught previously to improve knowledge retention.
- * Students with low prior achievement should not be given less home learning than higher-achieving students, but should be offered differentiated tasks
- * Home learning should be varied and allow for individual initiative and creativity to be harnessed through linking class learning to issues and realities beyond the classroom experience;
- * There should be ongoing staff guidance and support offered to ensure that the setting of home learning should not be to the detriment of students from disadvantaged backgrounds;
- * Home learning feedback should promote self-confidence and understanding as much as possible, whilst supporting with knowledge retention.

KS3

Home learning at KS3 should inspire inquiry and deeper learning in students whilst helping to develop independent learning strategies. To this end, home learning at KS3 will represent an approach where pupils will be encouraged to develop inquiry, creativity and consolidation through knowledge recall, practicing key terms and independent learning home learning tasks. Departments are expected to structure home learning into their schemes of work as per the homework frequency guidelines. Home learning should provide pupils with an opportunity to develop interest and build skills relevant to the subjects they are exploring. They can be constructed in a range of different ways as is seen fit by individual departments, but at the core the work should encourage initiative, creativity, consolidation and enquiry. If possible pupils should be encouraged to link their learning to mediums and subject matter that they are familiar with and to engage with technology as much as possible.

KS4

Due to the increased demands for depth of knowledge and higher order skills on KS4 students, home learning should deepen subject knowledge and understanding of the exam rubric to prepare students for the imminent challenge of linear courses. Students should be completing homework set by subject teachers as per the homework frequency guidelines e.g. knowledge recall, learning key terms, structured revision, practicing exam questions or creating flash cards and other revision related tools. To reflect this, individual departments and teachers will have the freedom to deliver home learning as they see fit and have the responsibility to ensure that it is planned into schemes of work, purposeful and where appropriate structured around giving pupils an enhanced understanding of exam rubric or revision techniques.

KS5

Due to the increased demands for depth of knowledge and higher order skills on post-16 students, home learning should deepen subject knowledge and understanding of the exam rubric to prepare students for the imminent challenge of the move to linear courses. Such learning can be achieved in a number of ways, and individual departments will (as with KS4 provision) have responsibility for developing departmental procedures. To be successful students must participate in on average 10 hours independent study per subject per fortnight, whether that be homework set by the subject teacher; student led learning e.g. reading preparation for the next lesson; learning key terms or group rehearsals or preparation for practical exams.

Teachers are encouraged to build on the existing best practice to be found in the “home learning best practice” folder on the X drive, and in particular to consider the practice of “flipping” learning to enable students to develop independent learning skills and to consolidate knowledge acquired through home learning in order to develop higher-order skills in lessons. Such an approach can be very effective and allows summary assessment to be conducted in class time, providing a more accurate reflection of the examination conditions students will face in external examinations.

Frequency of Homework:

| Year Group | Home Work | Time P/HW |
|------------|--|---------------------|
| 7 | 1 HW every 3 Lessons or 1 HW every two weeks | Approx. 25-35 mins |
| 8 | 1 HW every 3 Lessons or 1 HW every two weeks | Approx. 25-35 mins |
| 9 | 2 HW every 5 lessons or 2 HW every two weeks | Approx. 40-50 mins |
| 10 | 2 HW every 5 lessons or 2 HW every two weeks | Approx. 55 -65 mins |
| 11 | 2 HW every 5 lessons or 2 HW every two weeks | Approx. 55 -65 mins |

Marking & Feedback

There should be a practical and pragmatic approach to the marking of home learning. It is unlikely that individual pieces of homework will be marked with descriptors or grades (unless there is a particular need to do so, e.g. if the work is directly linked to examination technique).

There is not an expectation that all pieces of homework will be marked and annotated however teachers will check that it has been completed and self and peer assessment will be used to deliver positive feedback and to showcase individual success.

As a general principle summative assessment should be conducted in classroom time when possible, rather than set for home learning.

The Role of Parents

Parents should be encouraged to influence home learning less by direct intervention but rather through creating a positive physical and social environment in which students can complete work, and provide encouragement. The school will communicate with parents to ensure they know how best to support their child's home learning, including suggestions on activities to promote if no home learning is set on a particular day. Parents are expected to check the planner to see if homework has been set and completed by their son/ daughter.

Support within School

A range of cultural and socio-economic factors may prevent some students from accessing the kind of social and physical environment required for successful completion of home learning assignments. This should not represent a barrier to learning and the ongoing provision of homework club at lunchtimes and after school is available for all students. The following support is available for students:

- Homework club runs after school in the ELC
- Library is open at break and lunchtimes for KS3 and 4 pupils
- Lunchtime study support in JB3 for Year 10 and 11 pupils

Other subject-specific support is available, and individual departments should provide subject-specific support for students at all key stages, appropriately tailored to the demands of their subjects.

Roles and Responsibilities:

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| Leadership Team | To monitor departmental implementation and review the procedures every three years. |
| Team Leaders | To ensure that relevant home learning that complies with these whole school procedures is planned into schemes of work. |
| Classroom Teachers | To ensure that home learning is set according to departmental instructions. |
| Learning Support Staff | To support pupils with home learning tasks as required |
| Form Tutors | To encourage students to take ownership of their learning both in and outside of the classroom, including discussing the quality of their home learning at EOSM reviews and informally in tutor time. |
| Students | To ensure that all home learning is recorded in the school planner, including the deadline for completion/date to be handed in, and that it is completed to the best of his/her ability. |

3 Evaluation

This policy will be evaluated every three years by the Trustee Board to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

4 Authors

This policy has been produced by TMI and ZMC in February 2019.