

HOME LEARNING POLICY
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Date approved:

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HOME LEARNING POLICY

“The more specific and precise the task is, the more likely it is to make an impact for all learners. Homework that is more open, more complex is more appropriate for able and older students.”
Visible Learning. J Hattie, 2012

At Ecclesfield, home learning can and should take a variety of forms (*see examples overleaf*). Whatever the nature of the activity, the task set should:

- **Be an integral part of the scheme of learning** where students can see the clear purpose and connection to their current studies. *Best practice sees home learning activities designed at the planning stage of the lesson or scheme.*
- **Be differentiated and/or have an element of choice**, i.e. a variety of tasks is given, in order to meet students' needs and abilities.
- **Not be used as a punishment.**
- **Focus on the quality** of the completed task, not quantity.

Home learning is not completing activities started in class where other students may have already completed the work in the lesson.

Teachers will ensure that:

- 1. Home learning is explained and presented in visual form in the first half of the lesson so that students have time to record it into their planners and receive further clarification where necessary. Best practice may see students being provided with instructions on sticker/slip, recorded by phone or sent as an email where a lengthy explanation is required.**
- 2. Students are taught HOW to revise and will therefore plan specific revision tasks** (as opposed to simply asking the students to 'revise'.)
- 3. KS3 students in Maths, English and Science receive home learning activities once per week.** *Teachers will use a range of activities in order to ensure a manageable system and timely feedback. Other KS3 subjects will provide students and parents with specific details about the home learning activities for each scheme in curriculum guides and on the MLE.*
- 4. KS4 students in all subjects have regular home learning tasks set each week.**
- 5. Students should receive specific and timely feedback**, therefore depending on the nature of the task, feedback may be self, peer or teacher assessed.
- 6. Students not handing in their home-learning on time should have a note written in their planner and be given the opportunity to bring it in on the next day. Classroom teachers should follow up and sanction students failing to complete a second home-learning task, recording it centrally on SIMS.**
- 7. Appropriate records of home learning activities are kept to inform the whole school data cycles and conversations/reporting to parents.**

In order to develop students' understanding that effort and attitude are the keys to success, students who have put a lot of effort into a home learning activity should be praised - where effort is valued, students are more likely to develop resilience and determination and be less likely to give up. **Students can be awarded a merit for completing their home learning task and putting in effort. Additional merits can then be given to reflect achievement once the work has been marked and returned.**

The quality of the work is important, not the quantity. Students should be clear about the standard expected when the task is set.

SOME EXAMPLES OF HOME LEARNING ACTIVITIES:

- make 4 revision cards for a mini starter quiz next lesson.
- learn vocabulary and be able to use in context as a written summary.
- task to prepare for the next lesson - e.g. read an article, find a picture...etc.
- research, including use of internet (providing students with appropriate web addresses),
- reading task and condensing into key points or a written summary in own words.
- an opportunity to provide the teacher with feedback about a topic e.g. self-evaluation.
- extended writing task.
- creating revision aides in preparation for an assessment or exam.
- design a question (and answer/mark scheme) for a test.
- learn definitions /spelling of key words through a given task.
- write several bullet point sentences to explain/answer a given question.
- predict an outcome and explain your reasons.
- drafting and redrafting work.
- watch or listen to particular TV or radio programme.
- collect information from newspapers, find image of etc to bring to next lesson.
- Personal Investigations (PIs) or extended projects – these will need chunking down to avoid 'night before syndrome.
- Prepare a presentation to the class to demonstrate understanding of specific topic
- 'Making' tasks to aid memory choosing whether to use technologies/media: models, posters, mind maps, hexagons, cards, apps, video, interactive quiz,
- to undertake tasks not suited to the classroom situation.
- practise skills/concepts learned during the lesson in a new task.
- tasks which involve the parents e.g. interviews, testing vocabulary, student teaching the parent and parent confirming that task has been completed by writing in planner.

Nando's **Take Away Homework!** 

PERI-ometer

Choose your homework from the menu below:
The Peri-ometer suggests the difficulty or challenge the homework may offer. Every term you should attempt **at least one 'EXTRA HOT'** task!

Extra Hot	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.
Hot	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.
Mild/ Medium	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.
Extra Mild	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.	Write a short story about the topic we have studied recently. Use a variety of descriptive words and phrases to describe the scene.

The Sutton Trust research summary on home learning can be found at:
educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework-secondary

MONITORING

Curriculum Leaders will:

- Develop and lead on home learning activities ensuring that they are an integral part of schemes of learning.
- Ensure that teachers are following the home learning policy in conjunction with their department and that the department's response is available to parents on the department page of the school website.
- Quality assure home learning by sampling work and sharing best practice across the department.
- Check teacher records of home learning set.
- Sporadically monitor home learning across the department to ensure that it is being set, being recorded in students' planners and that the frequency is consistent with department policy.

Progress Leaders will:

- Calendar regular planner checks across a year group and provide feedback findings to students and departments.
- Quality assure home-learning by sampling work and celebrating best practice.
- Monitor home-learning across a year group to ensure that it is being set, being recorded in students' planners and that the frequency is consistent across different classes.

Form Tutors will:

- Check their mentees' planners weekly.
- Follow up any concerns noted by parents with their teachers.

Senior Leaders will:

- Liaise with Middle Leaders on their monitoring and follow up of required actions.
- Check students' planners and undertake student voice on home-learning.
- Look at typicality of home-learning practice when observing lessons and undertaking work scrutinies.
- Plan professional learning opportunities for colleagues to share best practice in home-learning.