



St Ives School

Home Learning Policy



School Name: St Ives School

Dissemination: Website and T: Drive

Date policy approved by Governors: Curriculum and Standards Meeting (13/10/2021)

Date policy becomes effective: Immediately

Review date: October 2023

Person responsible for Implementation and Evaluation: Assistant Headteacher

Links to other relevant policies: Teaching and Learning Policy / Behaviour Policy

Introduction

Students leave St Ives School with high value achievements and life skills that provide a platform for future success and happiness. We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community. Continuous improvement is achieved through a whole school culture and commitment to: Creativity, Engagement, Professionalism.

At St Ives School, we have high expectations of all members of our learning community: students, staff and parents/carers. We know that effective teaching and learning is the key to unlocking our students' ability and potential and we all support each other and strive to improve our daily practice. St Ives School is committed to ensuring that all our students achieve their full potential. All lessons are designed with clear outcomes and strategies to engage students in learning and encourage independence and resilience.

St Ives School believes that every student should have the opportunity to benefit from high quality, regular and frequent home learning. All students are expected to complete the home learning set as an important and integral part of their learning. Home learning has a significant impact on improving students' understanding and achievement and helps students to identify their next steps in learning. At St Ives School we aim, through the Home learning Policy, to provide a consistent framework that will allow students to understand that independent learning has a significant positive impact on future success and to give the opportunity for every student to achieve their potential. The policy's framework provides regular practice for students in planning and organising their time and to promote their individual responsibility for learning.

Section 1 – Effective Home learning

1.1 Model for Effective Home learning

1.2 Purpose of Home learning

1.3 Home learning – Overview

Section 2 - Types of Home learning

2.1 Practice Home learning

2.2 Extension Assignments

2.3 Online Home learning

Section 3 - Amount of Home learning

3.1 Home learning Timings

3.2 Frequency of Home learning

3.3 School Home learning Practice

3.4 Home learning Rewards and Sanctions

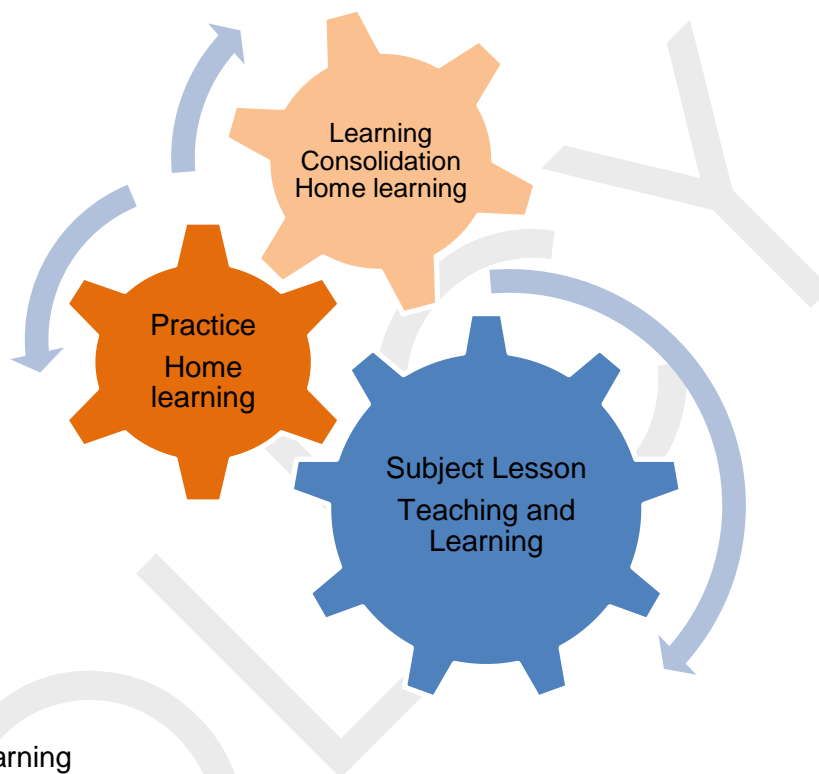
3.5 Accessibility

Section 4 - Monitoring and Evaluation

Section 1 – Effective Home learning

1.1 Model for Effective Home learning

For home learning to be effective it needs to be relevant, appropriate and challenging and to be supported through high quality teaching and learning in the classroom.



1.2 Purpose of Home learning

- To encourage and develop self-discipline, good study habits and a range of skills in planning and time management.
- To reinforce, extend and consolidate learning.
- To give students experience of working independently; to develop a sense of responsibility and commitment to their own learning.
- To involve parents/carers as partners in their child's education.
- To support assessment of student progress by providing the teacher with information about what the student can achieve without the support of their peers (or teacher)

1.3 Home learning – Overview

- Students are expected to take full responsibility for completing their home learning to a good standard by the given deadline.
- Home learning is issued in appropriate quantities, in line with the Home learning schedule, and completion dates are clear and reasonable to take into account the home environment and extra-curricular activities. Students are always given a minimum of 48 hours in which to complete their home learning. Longer tasks will be given extended deadlines.
- Home learning is differentiated to match the needs and abilities of students and to promote opportunities for consolidation and extension.

- Students will be appropriately prepared to be able to complete their home learning e.g. where it is pre-learning for a topic students will be provided with clear guidelines and expectations to support their work.
- Home learning reflects the breadth and balance of the curriculum, with the frequency of home learning reflecting subject curriculum time allocation. In Years 7 and 8, home learning will support Ebacc subjects.

Section 2 - Types of Home learning

2.1 Practice home learning

Opportunities to apply new knowledge and learning or to review, revise and reinforce newly acquired skills.

- Consolidation e.g. practice questions, learning language phrases
- Mastery e.g. spelling, extension questions
- Revision: NB where revision is set, there will be a specific outcome given e.g. flash cards/mind maps. The teacher will ensure that all students have the resources they need to be able to revise.
- Essays or extended answer questions

2.2 Extension Assignments

Encouraging students to pursue knowledge individually and in depth. These may be set as optional work.

- Extended Writing e.g. book reviews, school newspapers, creative writing
- Designing and/or making e.g. product design, model making
- Investigations or experiments e.g. in science or Geography
- Researching a topic in detail e.g. local history, current affairs
- Monitoring projects e.g. local traffic, newspaper advertising

2.3 Online Home learning

Students who do not have home access to a computer must be provided with a print out of the online resource or a suitable paper based alternative. There is a supervised after school home learning club to support students to access online resources. This is run in Computer Room 1 from 3:15 pm to 4:30 pm Monday to Thursday.

The following activities are NOT set as home learning as they have very limited learning value:

- Unstructured and un-resourced research
- Finishing classwork: this does not provide quality learning and may mean that students have very variable amounts of work to complete. Home learning must be pre-planned to ensure activities are worthwhile and high quality
- Word searches or crosswords
- Posters

Section 3 - Amount of Home learning

3.1 Home learning Timings

It is difficult to set a specific time for the completion of home learning. The same piece of work may take one student a short amount of time to complete, whilst another student may take much longer to complete the same assignment. As a general guide, subjects will set home learning which takes between 30 and 40 minutes to complete in Year 7, rising to between 50 and 90 minutes in Years 10 and 11.

Wherever possible, home learning should be completed in full sentences. Students are expected to follow the school's policy for presentation of work when completing their home learning.

3.2 Frequency of Home learning

Both frequency and the quantity of home learning set will vary depending on the age of the child and the complexity of the tasks naturally increases as children get older. The table below gives details of the subjects which set home learning in each year group:

Year 7	Year 8	Year 9	Year 10 & 11
English, maths and science (weekly: phased in from 27/09/21).	English, maths and science (weekly).	English, maths and science (weekly).	English, maths and science (weekly).
French (fortnightly: phased in from 27/09/21).	French, geography and history (fortnightly).	French, geography and history (fortnightly).	Option subjects (weekly or fortnightly depending on the subject).
From January, home learning in geography and history will also be set fortnightly.	No home learning will be set in other subjects.	No home learning will be set in other subjects.	
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NB: Ingredients for food technology will be listed on 'Satchel One'.	NB: Ingredients for food technology will be listed on 'Satchel One'.	NB: Ingredients for food technology will be listed on 'Satchel One'.	

3.3 School Home learning Practice

- Teachers will ensure that the home learning set is relevant, challenging and stimulating and will explain the work clearly to students to ensure they understand the context and relevance of the task.
- Home learning assignments will be published by teachers on 'Satchel One' formerly known as 'Show My Homework' so that parents/carers can have an overview of their child's schedule and to help students with their organisation.
- Home learning will be set with at least 48 hours (two evenings) prior to the deadline.
- Teachers will set home learning in line with St Ives School Home learning schedule. Subjects will have an agreed day on which home learning is set and teachers will ensure that home learning is set according to the agreed frequency. This applies to all students.
- Home learning will be marked through self, peer or teacher marking. The standard of home learning will be reported to parents in termly reports. Any short term concerns will be raised by the teacher who will contact parents.

3.4 Home learning Rewards and Sanctions

- Students will be awarded house points when submitting home learning on time and to an acceptable standard; there will be additional house points given to those students whose Home learning is deemed 'excellent'.
- Students who do not complete their home learning will be given a zero tariff home learning point to enable form tutors to track home learning.
- In the case of controlled assessments (in Years 10 and 11) when controlled assessment deadlines are missed, we will use the school's behaviour policy to issue two behaviour points and an after-school detention.
- If a child accrues five instances of missed home learning, their form tutor will contact home.
- If a child accrues 10 instances of missed home learning, a support card will be issued and students will be expected to complete it over a two week period. Form tutors will monitor progress.
- If the problem of missed home learning persists students will be instructed to attend a compulsory Home learning support group run as an extra-curricular school session.
- The Head of Year will contact home and request a meeting with parents should the need arise.
- Extensions are expected to be given as an exception; if students need an extension, they are expected to speak to their teacher in advance of the lesson. Parents can also contact teachers either by email or by note in the student's planner or drafting book.
- Heads of Faculty will ensure that teachers plan, prepare and set realistic and manageable programmes of home learning. Heads of Faculty will ensure that accurate records are maintained by teachers of completion and non-completion of assignments. Heads of Faculty will monitor the implementation of the home learning policy in their subjects to ensure that all teachers are following the home learning policy in time.

3.5 Accessibility

To ensure all students can complete their home learning to a good standard, teachers will:

- avoid setting home learning that requires unusual, expensive or complex resources beyond paper and a pen.
- provide a full resource pack for students where appropriate.
- provide home learning which is appropriately challenging.
- provide clear instructions and check students understand what work has been set and how to complete it.
- set home learning at the start of the lesson.
- provide textbooks, photocopies of resource sheets, or specific website addresses to support research home learning.
- provide a clear structure for report writing, and/or clear expectations for the length of work required e.g. word count.
- not assume that students have access to a computer at home.
- contact parents if home learning is repeatedly missed, late or is poor quality.

Section 4 - Monitoring and Evaluation

Heads of Faculty and the Leadership Team will monitor the quality and frequency of home learning through Learning Walks, Lessons Observations, Work Scrutiny and the analysis of whole school home learning data. Time will be designated for this as part of the School Improvement Team schedule.

Information from these activities will be shared with faculties and Governors. Teachers will be asked to provide feedback for further development of the school's home learning policy. Student Learning Councils will provide feedback on the students' perspective on home learning.

Status of the Policy

This policy does not form part of the formal contract of employment, but it is a condition of employment that employees will abide by the rules and policies made by the School and Trust. Failures to comply with this policy may therefore result in disciplinary actions.