

Home Learning Policy

Home Learning Policy

The aims of Woodlands School are:

- to encourage every pupil to pursue excellence
- to create opportunities for all individuals to succeed

To achieve our aims we must:

- Provide opportunity and access to major areas of learning and experience, including aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological;
- Encourage pupils in their learning through active learning, differentiated teaching, effective assessment, feedback and target setting;
- Enable pupils to develop the skills needed to learn and achieve, including oracy, literacy, numeracy, information technology, problem solving, collaboration, negotiation, self-assessment, critical reasoning and independent learning;
- Extend pupils fully by encouraging perseverance and aiming for maximum success and excellence in all things, especially public examinations, and by continually monitoring their progress;
- Support pupils in developing a sense of right and wrong, through example, fair and clear rules and discipline, behaviour for learning and an understanding of moral and social issues;
- Prepare pupils for a positive role in the world beyond school through education in equal opportunities, political understanding, economic awareness, health , careers, community affairs, the environment and personal development;
- Provide a professional workforce of teaching and support staff who in turn are supported in their work by sound management, consistent INSET and staff development and adequate resources.

Aims of the Home Learning Policy

Home learning should be used to enhance and extend pupils' classroom learning, and as such it should develop skills which are built in the classroom and therefore drive pupil achievement.

The integration of home learning into curriculum mapping should be considered carefully, so as to ensure that home learning is appropriate to pupils' learning at the point at which it is set.

Home learning enables pupils to:

- consolidate and extend work covered in class or prepare for new learning activities;
- access resources not available in the classroom;
- develop research skills;
- have an opportunity for independent work;
- show progress and understanding;
- provide feedback in the evaluation of teaching;
- to enhance their study skills e.g. planning, time management and self-discipline;
- to take ownership and responsibility for learning;
- engage parental co-operation and support;
- create channels for a home-school dialogue.

Home learning has importance past the classroom as it will enable pupils to acquire and develop skills necessary in **post-school employment** and/or **education**:

- The independent nature of home learning allows pupils to take control of their own learning, which also develops resilience; at both A-Level and degree study, this resilience is essential. Taking ownership over work also inspires independent thinking, and this will allow pupils to develop reasoning and argument skills at a higher level, both of which are necessary for post-16 education.
- Home learning serves as a good way in which to prepare pupils for future employment: the completion of home learning, as directed by this policy, requires pupils to take ownership of time-keeping, prioritisation, and organisation; this will help to prepare them for the world of work by ensuring that they are well-equipped to structure and coordinate aspects of their lives.

Expectations of Home Learning

Each faculty should devise their own faculty policy detailing:

- When home learning will be set
- How much home learning should be set
- Types of home learning used
- Place of home learning in the scheme of work
- Faculty incentives
- How and by whom home learning will be monitored
- Home learning action plan following most recent detailed monitoring of home learning

The school's home learning **sanctions** policy (see **appendix 1**) will apply to any pupil who does not complete work set (this policy also provides steps for subject teachers, HoDs and HoFs for dealing with pupils who do not respond to the initial sanction).

At Woodlands it is our policy that the **amount of homework set should match pupil academic level and age**; this will also obviously depend on pinch points throughout the year, especially for Key Stage Four pupils. Therefore **we do not prescribe a set amount of minutes for home learning each week**.

Each Head of Faculty should ensure that **pupils for all subjects have home learning every fortnight** (this can be home learning that is set as an extended project, and does not mean that pupils have to have home learning set in every lesson). **Subject teachers should not set home learning to be completed the following day** – pupils should be given enough time to independently manage their schedules.

All home learning is set on an online portal – **'Show My Homework'**. This can be accessed by parents and pupils through the logo link on the front page of the school's website. This site will provide information on the piece of home learning, the completion date, and any electronic resources that the teacher has made available to aid the home learning.

Types of home learning

Home learning may take a variety of forms including:

Written Assignments

- Course-work, project or topic work, writing up or completing work begun in class, preparation of talks.
- Where the task is open-ended or where work is likely to span more than a week we need to make sure pupils have clear deadlines and that their progress is monitored and the work they have completed is checked at regular, short term, intervals.

Reading

- This needs to be for a specific purpose which can be checked. The request to “read” or more vaguely “look at” can all too easily be misinterpreted by pupils; set clear guided questions to allow pupils to take notes, or provide discussion topics that will be followed up in class after the home learning.

Research

- This could involve parents or other adults, or use of the school or town library.
- Here it is essential to check that information is readily available; provide pupils with specific books or websites that will aid their research.
- If applicable, make sure that the pupils know how to:
 - find the relevant section in the library;
 - use an index or glossary;
 - take notes and write these up in the form you expect.

Learning

- E.g. revision for a test or exam.

Roles and Responsibilities

The learner should:

- To listen to home learning instructions in class.
- To copy down instructions for the task and deadline date into the home learning diary.
- To ensure that home learning is completed and handed in to meet the deadline.
- To attempt all work and give their best.
- To inform the class teacher of any difficulties.

The Group Tutor should:

- Monitor the setting of home learning in pupils’ planners as directed by Heads of Year.
- To check that planners are being signed by parents.

The teacher should:

- Set home learning appropriate to the learning of pupils in their classes with clear instructions.
- Direct pupils to resources if necessary.
- Set deadlines for completion of home learning and ensure they are met, and that sanctions are applied if necessary.
- Mark and return all home learning promptly.
- Provide help and support.
- Contribute to the creation / revision of the faculty home learning policy, and follow its guidelines.

The Head of Department should:

- Monitor and evaluate the setting of home learning in the department.
- Direct when, and what type, of home learning will be set.
- Enhance the quality of home learning set.
- Contribute to the creation / revision of the faculty home learning policy, and follow its guidelines.
- Hold staff to account.

The Head of Faculty should:

- Lead on the creation and implementation of faculty home learning policies after consultation with heads of department / department staff.
- Monitor and evaluate the setting of home learning in the faculty.
- Review the effectiveness of the faculty home learning policy and make changes where necessary.
- Hold staff to account.

The Senior Management Team should:

- Provide staff, pupils and parents with the necessary home learning documentation.
- Develop classroom practice to enhance home learning across the school.
- Review annually the school home learning policy.
- Monitor and evaluate the school home learning policy.

The Governing Body should:

- Have regard for the policy on home learning when involved in discussions which will directly impact on the future progress of pupils at the school.

The role of Parents / Carers:

The role of the parent is crucial if a child is to gain success from home learning. To reinforce its value through positive feedback will give pupils the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with the pupil when home learning is to be done as a pupil's free play is important too.
- Checking the time spent on individual tasks.
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure.
- Checking presentation and content of all home learning being returned to school.
- Signing the home learning planner each week.
- Providing the school with information about any problems through the pupil planner or by contacting the school directly.

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HOME LEARNING SANCTIONS

PHASE 1 (Subject Teacher)

1

- Homework is not completed or deadline missed.
- Subject Teacher to lead discussion after school detention is set.
- If homework is not completed within the detention then the subject teacher is to set a new deadline for that piece of work for the pupil.
- Detention is to be recorded on GO4Schools and detention slip issued to pupil.

**AFTER
SCHOOL
DETENTION**

2

REFUSAL TO ENGAGE WITH STEP 1 SANCTION

- Sanction to be recorded on Go4schools and detention slip issued to pupil.

REFUSAL TO ENGAGE WITH STEP 2 SANCTION

- Communicate concerns with parent/carers and refer incident to HOF/subject lead /lead practitioner.
- When recording on Go4schools, notify HOF/Subject Lead/Lead Practitioner

**AFTER
SCHOOL
DETENTION**

PHASE 2 (HOF/Subject Lead/Lead Practitioner)

3

- Increased sanction is issued if pupil fails to respond to class teacher sanction.
- New sanction to be recorded on Go4schools and detention slip issued to pupil.

**AFTER
SCHOOL
DETENTION**

4

- Refusal to engage with sanction, communicate concerns with parent / carers and refer incident to SLT link.
- Pupil is to be placed on subject report with HOF for a 2 week period and then reviewed.

PHASE 3 (Senior Leader)

5

- Increased sanction is issued if pupil fails to respond to class teacher sanction.
- New sanction to be recorded on Go4schools and detention slip issued to pupil.

School Based Meeting with Parent / Carer
2 hour SLT after school detention
2 hour SLT Saturday morning detention
Inclusion (1 – 5 days)

6

- Refusal to engage with sanction, communicate concerns with parent / carers, development of a personalised programme lead by SAM (supported by HOY and the behaviour for learning team)
- Possible PSP established, followed by fortnightly school based meetings

Staff are required to log all behaviour actions on GO 4 Schools at each phase