



Home Learning POLICY

Rednock School
Where everyone matters



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Assistant Headteacher
(Teaching & Learning)

Home Learning

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What is home learning?

Home learning is work set by teachers to be undertaken by students outside of the timetabled curriculum and which students carry out independently. Although most of this work will be completed at home, there are opportunities in school for students to complete these tasks in home learning clubs, which students may access if they find it easier to work in school, need access to resources to help them to complete the work or if they need to access additional support.

What is the purpose of home learning?

Educational research has shown the relationship between home learning and academic progress. The Educational Endowment Foundation's Teaching and Learning Toolkit research has shown that effective home learning can increase student progress by an extra 5 months in one academic year compared to those students that do not complete home learning.

In addition, at Rednock School, we believe that alongside this academic progress, home learning has value in supporting students to develop the study skills they need to be successful in public examinations at KS4 and KS5 and that it also provides them with the skills they need to be ready for the world of work. Within this, home learning will allow students to develop independence and resilience as well as problem solving and time management skills.

What should students & parents/carers expect from home learning tasks?

- It will be linked to the curriculum and what students are learning in the classroom.
- It will allow students to reinforce or consolidate knowledge and/or skills learned in lessons, for example through structured revision activities.
- It will support student literacy with learning activities based around key vocabulary.
- It will be an opportunity for students to pre-learn a topic that will later be learned in the classroom or a preparatory task for a classroom activity.
- It will be a creative task linked to classroom studies, allowing students to use their imagination and be innovative with their approach and the presentation of the work.

How will home learning be set?

All home learning for Year 7-13 will be set on ClassCharts, for which students and parents have an account with a unique code shared by the school. A clear deadline set for when students should submit the work.

Where possible, home learning will be set at the beginning of the lesson, allowing time for the task to be clearly communicated, for students to ask questions and for any necessary resources to be distributed.

How much home learning will be set?

It is useful to have a set of broad recommendations about how much time students should spend on home learning. The Education Endowment Foundation suggests that students at Key Stage 3 should have 1-2 hours of home learning per school day and that this should increase as students move throughout Key Stages 4 and 5. In addition, we recognise that Year 7 is a period of transition and that students need time to adjust to new routines and expectations. Therefore, home learning at Rednock School should be expected as follows:

Year 7	- Home learning will not be set in the first two weeks of Term 1 for Year 7. - From Week 3 of Term 1 - Home learning will be set in English and Maths. It should be the equivalent of a minimum of <u>30 minutes</u> per week per subject. Home learning will <u>also</u> be set in Design Technology. It will be the equivalent of <u>30 minutes</u> per fortnight. During this term, Science home learning will be introduced to students in class time, giving them an opportunity to work with the teacher on Sparx Science. - Term 2 - In addition to the above, home learning will be set in Science. It should be the equivalent of <u>30 minutes</u> per week. Home learning will also be set in Modern Foreign Languages and Art. It should be the equivalent of a minimum of <u>30 minutes</u> per fortnight per subject. - Term 3 - In addition to the above, home learning will be set in History, Geography and Drama. It should be the equivalent of a minimum of <u>30 minutes</u> per fortnight per subject. - Term 4 - In addition to the above, home learning will be set in Philosophy and Ethics, Music and Computing. It should be the equivalent of a minimum of <u>30 minutes</u> per fortnight per subject. - Terms 5 and 6 - Continue to set home learning in all subjects as above.
Year 8	- Home learning is set in English, Maths and Science. It should be the equivalent of a minimum of <u>35 minutes</u> per week per subject. - Home learning is set in all other subjects. It should be the equivalent of a minimum of <u>35 minutes</u> per fortnight per subject.
Year 9	- Home learning is set in English, Maths and Science. It should be the equivalent of a minimum of <u>40 minutes</u> per week per subject. - Home learning is set in all other subjects. It should be the equivalent of a minimum of <u>40 minutes</u> per fortnight per subject.
Years 10 + 11	Home learning will be set in all subjects. It should be the equivalent of a minimum of <u>50 minutes</u> per week per subject.
Years 12 + 13	For every teaching hour, a maximum of 1 hour of home learning may be set in each subject. This may equate to 9 hours across the fortnight.

Home learning will not be set to KS3 for completion over a holiday period. It might be set on Class Charts, but with sufficient time before or after the holiday when the home learning could reasonably be completed.

What are the roles and responsibilities of different stakeholders?

Students

- Look at ClassCharts regularly to check on tasks and deadlines.
- Listen attentively to home learning instructions in class.
- Ask questions in class or seek support from teachers in a timely fashion if necessary.
- Attempt all work to the best of their ability.
- For support, ask parents or access home learning clubs in school.
- Carry out home learning tasks and ensure that they are complete and submitted by the deadline.

Subject Teacher

- Promote a positive attitude towards home learning and champion its importance alongside work in class to support student progress.
- Set good quality home learning that is clearly linked to the curriculum and in line with school and department policy.
- As far as possible, share home learning tasks with students clearly at the beginning of a lesson, allowing time for explanation, student questions, the distribution of resources and the setting of a clear deadline.
- Share home learning tasks on ClassCharts with a clear deadline communicated.
- In class and/or on ClassCharts, clearly share the purpose of the home learning with students e.g. the consolidation of knowledge or the development of a particular skill.
- Ensure that the home learning set is suitably adapted to meet the needs of all of the learners in the class, including making reasonable adjustments to account for those students that may need extra time to complete tasks.
- Provide students with support to complete the home learning set.
- Direct students to the additional support that is available in school if necessary e.g. home learning clubs.
- If a student fails to submit home learning by the deadline, set students a short-term extension providing them with the opportunity to complete the work.
- Record submission of home learning on ClassCharts and acknowledge this submission through the award of a Submission of Home Learning reward point.
- Feedback for home learning could be through its use during a subsequent lesson, testing of the knowledge learned in class, opportunities for self and peer assessment, teacher live feedback or written feedback from the teacher.
- If a student fails to submit a home learning task after the extended deadline, the subject teacher will record a Missed Home Learning on ClassCharts to inform the parents/carers that their child has missed an important learning opportunity.
- If a student continues to miss deadlines and fails to submit home learning regularly, the subject teacher will liaise with the student, tutor and parents to offer encouragement and provide support to enable the student to complete the work.
- If a 6th form student fails to submit home learning, the teacher will record a missed deadline. If issues persist, the teacher will seek support from the Sixth Form Study Supervisor and contact parents/carers. For ongoing concerns, the teacher will refer the issue to the Head of Department and the Sixth Form team.

Parents

- Maintain oversight of the parent view of ClassCharts to monitor home learning tasks, deadlines and completion.
- Provide access to ClassCharts, so that students can regularly check home learning tasks and deadlines.
- Promote a positive attitude towards home learning and champion its importance alongside work in class to support student progress.
- Provide support, guidance and encouragement to help students with organisation and completion of tasks. See Appendix A for more detailed guidance.
- Encourage students to use the support facilities available in school if required e.g. home learning clubs.
- Communicate with school when problems arise.

Heads of Department

- Promote a positive attitude towards home learning and champion its importance alongside work in class to support student progress.
- Have overall oversight of home learning tasks set within the department, ensuring that they are linked to the curriculum and are purposeful.
- Ensure that members of their team set home learning regularly and in line with the frequency guidelines.
- Support teaching staff to set home learning at the beginning of lessons and to clearly communicate home learning on ClassCharts.
- Monitor home learning through regular quality assurance of the department in terms of compliance with the suggested frequency, quality and quantity, links to the curriculum, feedback/acknowledgment, levels of completion and follow up actions for those students that miss deadlines.
- Provide opportunities in department time to monitor the quality and quantity of home learning, to share good practice and to be committed to the ongoing development of home learning provision.
- Support teaching staff to provide extra support and guidance to students who struggle to complete home learning and help members of their teams to liaise with parents/carers and other stakeholders if incidents of persistent non-completion arise.
- For Sixth Form students, if a student fails to engage with home learning after the class teacher has worked with the student and parents/carers, the Head of Department will have further communication with parents/carers to discuss next steps.

Assistant Head responsible for Teaching and Learning

- Promote a positive attitude towards home learning and champion its importance alongside work in class to support student progress.
- To monitor, evaluate and review the Home Learning Policy in consultation with parents, staff and students.
- To support Heads of Department in the setting and monitoring of home learning with their teams.
- Provide CPD opportunities for staff to allow for effective use of ClassCharts to set home learning with clear deadlines, monitor submission and to award rewards and missed deadlines.
- Provide CPD opportunities for staff to improve and develop home learning provision.
- For home learning within the Sixth Form, the Assistant Head responsible for the Sixth Form will support Heads of department to deliver high quality home learning and to students and to provide support to ensure completion of work.

What extra support is available in school?

- The Library is available for students to complete home learning after school five days a week. Computers and books are available to help with the completion of home learning. In addition, on Tuesday and Wednesday after school, extra dedicated staff are available in the Library to provide help and support for students who require it.
- There is a lunch time home learning club in a computer suite. This runs every day throughout lunchtime. Although the room is supervised, it is mainly an opportunity for students to work independently, making use of the facilities.
- At KS4, subject teachers may run catch-up sessions to provide students with extra support with home learning and NEA work. These sessions can be communicated via the Announcements function on ClassCharts.
- In order to support students to overcome barriers to home learning, Community Leaders can refer students for a short period of support during tutor time with 6th form peer support sessions, aimed at getting students back on track with their home learning by getting them into good study habits and giving them the confidence they need to be able to move forward independently.
- In the Sixth Form, students have supervised study periods, during which they work under the guidance and support of the Sixth Form Study Supervisor. There are a range of study spaces available to allow for quiet, focused work during supervised and self-directed study sessions.

What are the recommendations for the use of AI and home learning?

AI tools are easily accessible for students. At Rednock School we recognise that AI has benefits and can be used as a tool to help students to learn. However, it may also lend itself to plagiarism and encourage students to cut corners, which means that students do not do the learning themselves so that it has little or no value. Therefore, the following guidelines should be adhered to:

Students MAY use AI tools:

- As a research tool to help them find out new ideas.
- To provide images to support a piece of home learning.
- When specifically studying AI in school e.g. in a Computing or Life Skills lesson.

In these instances, AI generated content must be referenced as such.

Students may NOT use AI:

- During assessments, both internal and external nor for the production of NEAs.
- To produce home learning tasks

Further guidance on this is available in our AI Policy.

How are students rewarded for engaging with home learning?

Our approach to home learning is one that endeavors to help students to develop positive study habits and to be able to be successful learners. In line with this approach, students are rewarded for engaging with their home learning in the following ways:

- A reward point is awarded to all students who submit home learning of an acceptable standard by the deadline. This reward point is for the school value of Taking Responsibility.
- Students who produce particularly good home learning can be given another reward point in addition to the point for submission. This reward point is for the school value of Ambition.

What is the procedure if there is a concern over student engagement with home learning?

We value home learning due to the research that suggests it allows students to make increased academic progress and the fact that we know that it gives them skills for examination success and skills for life. We will therefore apply the following procedure when students fail to complete home learning to ensure parental involvement and to ensure support is available to help students to engage:

- If a student fails to submit a piece of home learning, the teacher will arrange a manageable, short-term, adjustment to the deadline to support students to complete the home learning.
- If a student fails to complete the home learning by the adjusted deadline, the teacher will record the Missed Home Learning on Class Charts to inform the parents/carers that their child has missed an important learning opportunity. This will carry one behaviour point.
- Subject teachers will discuss missed home learning with individual students to discover the barriers to completion of the work and provide support as appropriate, including reminding students of the support available in school, such as the home learning clubs.

- If a student repeatedly fails to complete home learning, contact will be made with home to further investigate the barriers to completion and remind parents of the support available in school, with students invited to attend one of the home learning clubs to support them to complete their work.
- Students in KS4 may be invited to attend subject sessions after school to catch-up with work and NEAs. These sessions will be communicated via 'Announcements' on Class Charts.
- Some students who need additional support may be referred through their Community Leaders to access short-term 6th form peer support interventions during tutor time to get them back on track with their home learning.

What is the procedure if there is a concern over student engagement with home learning in the Sixth Form?

Home learning is an essential part of sixth form study, enabling students to consolidate and extend their learning beyond the classroom. Regular engagement with independent study helps students develop the self-discipline, organisation and critical thinking skills required for success in advanced qualifications and higher education. By completing home learning tasks consistently, students deepen their subject knowledge, prepare effectively for assessments and take greater responsibility for their own academic progress.

We therefore expect students in Rednock Sixth Form to engage with their home learning as they want to be successful, whilst we also reward this engagement in the same way that we do the rest of the school.

If a student in the Sixth Form does not engage, the following steps will be taken:

- The class teacher will first work directly with the student to encourage engagement and timely completion of work. All missed deadlines must be recorded on ClassCharts. Teachers can request support from the Sixth Form Study Supervisor to help students develop their organisational skills and meet deadlines more effectively.
- If engagement issues persist, the class teacher will contact the student's parents/carers to offer support and explore any barriers preventing completion of home learning.
- For ongoing concerns within a single subject, the Head of Department will arrange a meeting with parents/carers to discuss next steps.
- When a student is experiencing difficulties across multiple subjects, the class teacher will inform the tutor and confirm what actions have already been taken. The sixth form team will then take responsibility for coordinating support from all relevant departments and within the sixth form team.

Appendix A

How can you support your child at home?

- Have a positive attitude towards home learning and discuss the purpose of it with your child. In particular you could talk about:
 - The fact that research suggests that home learning can allow students to make an extra 5 months of progress across an academic year.
 - That home learning provides students with important skills that are important for exam success but also for the world of work e.g. resilience, independence, time management and problem solving.
- Encourage your child to complete their home learning by providing a time and a quiet space for them to be able to complete their work.
- Check ClassCharts so that you know what home learning they have and when the work is due to be handed in. Remind them about upcoming work.
- Discuss home learning tasks with your child. Do they understand what they have got to do? Can you help to solve it? If not, encourage your child to contact their teacher as soon as possible to get the work explained again.
- If your child has a learning task for home learning, offer to test them on what they have learned.
- If your child has an extended piece of home learning that is due to be completed over a few weeks, encourage them to set themselves mini deadlines within that time, so that they make progress over time and don't leave it all to the last minute.
- Talk to your child about plagiarism and the use of AI to help them to see the difference between using it for research and using it to do the work for them.
- Encourage your child to get organised. Would they benefit from a folder to store their home learning in? Would it help them if you wrote their home learning deadlines on your family calendar?
- If your child is struggling to complete home learning at home or needs additional support, encourage them to use the support facilities available at school. For example, the after-school home learning club in the LRC on Tuesday and Wednesday, where ICT facilities are available and support is provided by dedicated staff. Alternatively, there is a homework club every lunchtime in an ICT suite for independent completion of home learning.

Appendix B

What criteria are used for attitude to home learning communicated on reports home?

E - Exceeding Expectations

- Listens with focus to teacher instructions when home learning is set and demonstrates excellent effort with all home learning tasks.
- Home learning is always submitted on time and to a high standard.
- Often goes above expectations by undertaking additional tasks e.g. extra reading or research.

M - Meeting Expectations

- Listens well to teacher instructions when home learning is set and demonstrates good effort with home learning tasks.
- Home learning is always, or nearly always, submitted on time and to the expected standard.
- Uses the resources and home learning support well to complete their work.

W - Working Towards Expectations

- Does not always listen to teacher instructions attentively and therefore engagement with home learning can be inconsistent.
- Occasionally fails to complete home learning or to hand it in on time.
- Home learning does not consistently meet the expected standard for the student for the task.

C - Below Expectations

- Does not listen attentively to teacher explanations of home learning and engagement with home learning is poor.
- Frequently fails to complete home learning and/or does not hand the work in on time.
- Any work that is submitted fails to reach the expected standard.