



Interim Home Learning Policy

Responsibility:	J Barnecutt
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Interim Policy

Home Learning at Lister

Homework is vital to continuing the learning experience of our young people, helping them to gain independent study skills, deepen their learning and develop habits of autonomy and personal responsibility, which will enable them to succeed at GCSE level and beyond.

The school's expectation is that all students complete their homework. Some pupils may not have a quiet space for home learning, or may prefer to complete their home learning in school – these students will have the opportunity to study in the library both before and after school.

Evidence base: *The Education Endowment Foundation's (EEF) Teaching and Learning Toolkit evidence summary for secondary homework states: "The evidence shows that the impact of homework, on average, is five months' additional progress."*

Reading Homework

All students must **read every day for 20 minutes**. This is an essential part of the weekly independent learning expectation of students, which will help them to develop their literacy skills to support their academic learning, among many other benefits.

- Students have **fortnightly library lessons** 7, 8 and 9, and half termly for year 10 in which they will be helped to choose **appropriate books** and learn how to track their reading progress.
- Tutors and English teachers will continue to **support and monitor** students with their reading on a weekly basis.

Evidence base: *Sullivan and Brown's study (2015) shows that childhood reading is linked to substantial cognitive progress between the ages of 10 and 16. Evidence from the OECD (2002) found that reading enjoyment is more important for children's educational success than their family's socio-economic status. Similarly, Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards.*

Subject Homework

In order to be meaningful and effective, homework should be....

- Set **regularly** - see below.
- **Clearly related to the current class work**, sequenced and embedded into Schemes of Work.



- Designed to **consolidate or extend** the learning that took place in the lesson, allowing students to apply or revise their learning OR **prepare students for the next lesson.**

Evidence base: The Education Endowment Foundation found that: “The quality of the task set appears to be more important than the quantity of work required from the pupil” (EEF). Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.

Regularity and routines

Homework must be set with the following regularity:

Reading	Daily
Core Subjects English, Maths & Science	Weekly
KS3 Non-Core Subjects (Taught more than once a week)	Shorter weekly assignments or longer fortnightly assignments
KS3 Non-Core Subjects (Taught once a week)	Every 4 weeks
KS4 Non-Core Subjects (Languages, Humanities & Options)	Shorter weekly assignments or longer fortnightly assignments

When setting homework teachers should:

- Set the homework or description of the task on Google Classroom.
- Aim to **set and collect** homework on the same day to enable students to stay organised.
- Give students an appropriate length of time to complete the homework. For year 10 and year 11, this should be a week.
- **Explain** the homework clearly and **model** how students should complete it if appropriate.
- Give **differentiated home learning** (or differentiated options within a task) to students if they will struggle to complete the task due to learning needs OR if they are exceptionally high ability and will need further challenge.



If students do not complete homework teachers must:

- Log a -1 no homework in the first instance and give the pupil an opportunity to resubmit. Followed up by a teacher LC (up to 10 minutes maximum).
- Log a -3 no homework for a persistent failure to hand in homework on time. Followed up by a teacher detention between 20 - 30 minutes maximum, noted in the school planner and G4S notes.
- Persistent no homework across consecutive lessons should be logged as a 'Repeated a Consecutive Major Concern in Subject Lesson' which is allocated on G4S to a 1 hour faculty detention. Followed up by a phone call home and LC.

Expectations of Parent/carers

Parents and carers are expected to sign up to google classroom guardian summaries to see what homework they are being set and to make sure students have time to complete this homework, as well as to read for 20 minutes daily.