# Home Learning Policy

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# Contents

# Home Learning at Lister

Home learning 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 home learning. 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 home learning states: "The evidence shows that the impact of home learning, on average, is five months' additional progress."*

## Reading Home Learning

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.

- Year 7, 8 and 9 have **fortnightly library lessons**, 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 Home Learning

In order to be meaningful and effective, home learning should be:
- Set **regularly**.
- **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 upcoming learning.**

> *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 home learning relates to learning during normal school*

*time is important. In the most effective examples home learning 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.*

**Types of Home Learning**

Home learning refers to any learning task which a student is asked to do outside the classroom. Our action research suggests that there are different kinds of effective home learning at Lister. These include:

1. Flipped learning or preparation tasks
2. Retrieval quizzes
3. Application of learning

1. Flipped learning or preparation tasks help students prepare for activities that will occur in the classroom. Students may, for example, be required to watch a video of the content knowledge that they will then use in class.

2. Retrieval quizzes reinforce acquired knowledge. For example, students who are reading Lord of the Flies, in English, may answer questions about the characters and plot in a google quiz.

3. Application of learning tasks require students to apply their knowledge into a new context, sometimes in a creative way. For example, in Science students may create a physical model of what they have been learning about in lessons.

See appendix one for best practice in these different home learning types.

**Regularity and routines**

As a **minimum**, home learning will be set with the following regularity, however departments may choose to set home learning more regularly if shorter tasks are set.

| Reading | Daily |
|---|---|
| KS4 Core and Compulsory Subjects (English, Maths, Science, RS and MFL) | Weekly or Fortnightly depending on departmental preference. |
| KS4 Non-Core Subjects (Languages, Humanities & Options) | Weekly or Fortnightly depending on departmental preference. |
| KS3 Core and Compulsory Subjects (English, Maths, Science, RS and MFL) | Weekly or Fortnightly depending on departmental preference. |
| KS3 Non-Core Subjects (Taught once a week) | Twice a half-term or half termly depending on departmental preference. |

### Expectations of Teachers
- Ensure students get feedback on home learning. This could be through peer marking, self marking, teacher marking or a self marking quiz online.
- Use home learning results to inform future teaching, including highlighting misconceptions.
- **Explain** the home learning clearly in class and **model** how students should complete it if appropriate.
- Set the home learning or description of the task on Google Classroom as an assignment scheduled to go out **within working hours.**
- If the home learning is handed out in class if possible an electronic copy should be available to view on Google Classroom.
- Aim to **set and collect** home learning on the same day to enable students to stay organised.
- Give students an appropriate length of time to complete the home learning. **This should ideally be a week or longer.**
- 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 attainment and will need further challenge.


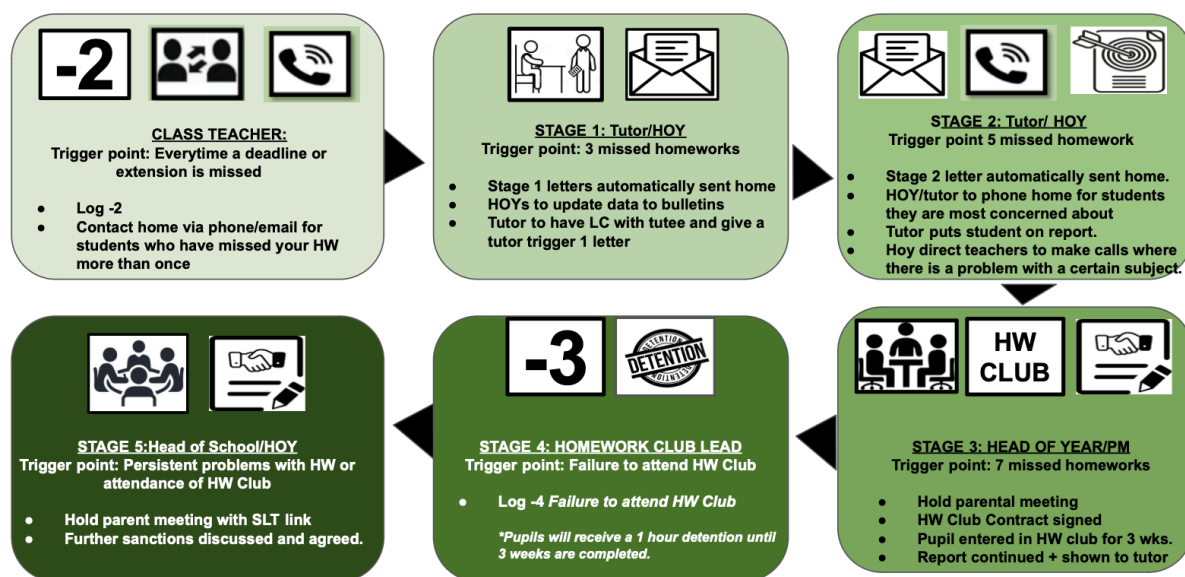### Expectations of Parent/Carers
Parents and carers are expected to:
- Sign up to Google Classroom guardian summaries to see what home learning their child is being set.
- Show regular interest in their child's work by talking to their child about the work set and its relationship to what is being studied in class.
- Make sure students have time to complete their home learning, and to read for 20 minutes daily.
- Ensure there is a quiet, suitable place for doing home learning (a clear desk - space, comfortable chair, good lighting and a calm quiet atmosphere will all help). If this is not possible, encourage their child to use home learning clubs and the Library at school.
- Help their child plan time effectively so that all home learning is completed and handed in for marking by the given date
- Work with their child by encouraging research, opportunities for learning and access to relevant and safe ICT sites
- Review their child's exercise books and classwork books and files to understand the nature and quality of work and to acknowledge where and how their child has made progress.
- If their child has been put on a homework report; they will need to check the report, oversee their child engaging with it and sign it off at the end of each week.
- Where homework has been identified to be of serious concern, parents will be invited to attend a meeting and sign a contract enrolling the child to homework club for three weeks. This is a supportive measure to help students develop their learning habits.

## Expectations of Students
- Check google classroom daily
- Complete all home learning on time
- Complete all home learning independently and to a high standard
- Make up any missed home learning if they are absent. If this is not possible, request an exemption from the teacher.
- If required, seek help from the teacher **before** the deadline

## Follow up for Failure to Complete Homework

**-2**

**CLASS TEACHER:**
Trigger point: Everytime a deadline or extension is missed

- Log -2
- Contact home via phone/email for students who have missed your HW more than once

**STAGE 1: Tutor/HOY**
Trigger point: 3 missed homeworks

- Stage 1 letters automatically sent home
- HOYs to update data to bulletins
- Tutor to have LC with tutee and give a tutor trigger 1 letter

**STAGE 2: Tutor/ HOY**
Trigger point 5 missed homework

- Stage 2 letter automatically sent home.
- HOY/tutor to phone home for students they are most concerned about
- Tutor puts student on report.
- Hoy direct teachers to make calls where there is a problem with a certain subject.

**STAGE 5:Head of School/HOY**
Trigger point: Persistent problems with HW or attendance of HW Club

- Hold parent meeting with SLT link
- Further sanctions discussed and agreed.

**-3** **DETENTION**

**STAGE 4: HOMEWORK CLUB LEAD**
Trigger point: Failure to attend HW Club

- Log -4 *Failure to attend HW Club*

*Pupils will receive a 1 hour detention until 3 weeks are completed.*

**HW CLUB**

**STAGE 3: HEAD OF YEAR/PM**
Trigger point: 7 missed homeworks

- Hold parental meeting
- HW Club Contract signed
- Pupil entered in HW club for 3 wks.
- Report continued + shown to tutor

Lister acknowledges that failing to complete homework is frequently due to poor learning habits, such as a lack of organisation. In response, the school has made the library available every day before and after school and has established a homework club led by Heads of Years. Students can attend the club voluntarily, or they may be enrolled for a three-week period if homework completion has been identified as a significant issue. Here, students will be supported with the resources, strategies  and expertise of staff to complete their homework.

## Homework Club Rota

| Year Groups | Allocated Homework Club Day | Location |
|---|---|---|
| Year 7 | Tuesday | N007 |
| Year 8 | Tuesday | N007 |
| Year 9 | Tuesday | N006 |
| Year 10 | Wednesday | N006 |
| Year 11 | Wednesday | N007 |

**Monitoring Home-Learning**

Home-learning is monitored on a weekly basis using Go4schools. The data is used in the following ways.

- Tracking how many pieces of homework are missed by each student, each week to carry out the protocol shared above. The data is shared with heads of years and tutors so where applicable, parents are informed and staff can have learning conversations with pupils.
- Data is also tracked to celebrate students who have not missed a single piece of homework. Students who have had a 100 percent completion rate will receive certificates at the start of every new half-term in assembly.
- The data is reset at the start of every half-term. This allows students the opportunity to reset their learning habits and greater opportunities for students to strive for public recognition of home-learning competition.

# APPENDIX 1

This appendix reports on the best practice found at Lister School through our action research

**Flipped learning/preparation home learning**

The action research suggested  that flipped learning had the potential to increase engagement in home learning: there was an increased motivation and students were found to respond really well to flipped learning. There was a high completion rate and it added to a feeling of competition within the class. However, it was also suggested that students need to be "trained" in doing this task well and therefore it may take weeks for all pupils to be carrying out this task successfully.

Flipped learning was most effective when:

- Students were given clear guidance on what they were expected to do and how the home learning would inform the subsequent lesson(s).
- Students were aware that this type of task had been successful with other classes.
- Students started the flipped learning in class to remove barriers to accessing the work.
- Students had a week to complete the task and were given verbal reminders mid week.
- Students understood the importance of the flipped learning and how completion of the flipped learning would help them understand future lesson content.
- Teachers used peer-marking, cold calling and a mini-whiteboard quiz to check for understanding after the students have completed the flipped learning.

Staff workload was reduced when teachers checked for understanding of the flipped learning in the classroom. This also meant that students got rapid feedback and were more motivated to complete the home learning.

**Retrieval Quizzes**

The action research suggested that students engaged well with Google Quizzes as they are time efficient and allow them to demonstrate their learning.

Retrieval quizzes were most effective when:

- Students were set a quiz on the same day each week.
- Teachers gave multiple reminders about it being completed.
- Teachers used the results of the quiz to identify and clarify misconceptions and use these to re-teach topics.

Staff workload was reduced when the quizzes were multiple choice and the departments created high quality retrieval quizzes that could be shared.

**Application of learning**

The action research suggested that when application of learning tasks engage students to actively participate in thinking processes they were better able to grasp abstract concepts. This had the added benefit of stimulating creativity and imagination and eased the learning process of abstract concepts. Application of learning tasks also gave students the freedom to be creative in their learning

Application of learning tasks were most effective when:

- Students were clear about the expectations for the outcomes they should produce.
- Students had an audience for their end product. For example when students created work for the Science fair the output was much higher.
- The task was used as a tool of assessment allowing teachers to determine how much students have understood.
- Students were given ample time to complete the tasks. For example projects were set before the holidays or over a half term.
- Students worked in groups and there was a competitive element to the task. This increased levels of motivation and the completion rates.