

HOME LEARNING POLICY



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Principles

We believe that home learning

- reinforces and complements learning in the classroom and beyond and promotes lifelong learning.
- is integral to learning and that the Home - School partnership makes our home learning policy work through the active support of parents/carers.
- is integral to our students developing the skills and resilience to be independent self-reviewers.
- provides teachers with information on which to base future planning and provides opportunity for assessment and feedback to students.

Home Learning helps young people to

- embed, practice, apply or extend learning done in class
- work, think and learn independently
- be self-motivated and well organised
- develop writing, research and organisation skills
- develop reading skills and enjoyment in reading
- ensure good study routines are established in readiness for examination courses and study or training beyond school

Setting and Assessing Home learning

The School:

- sets home learning appropriate to the needs of each student
- ensures that it is set regularly in every subject and is linked to the relevant Scheme of Learning
- ensures that it is checked in accordance with the School's Assessment, Recording and Reporting Policy
- provides home learning activities (including recall, revision, research, written work, reading) to sustain and extend the students' interest and make homework manageable for both students and teachers
- provides access to Google Classroom so that students and parents can check their home learning
- ensures that home learning is recorded by staff on Google Classroom and provides time in lessons for students' questions about their homework
- provides space in School for students to do their home learning at the end of the school day and access to Google Classroom for students who have no internet access at home
- informs parents when home learning is not completed on time or to the required standard

Students:

- use Google Classroom to get details of home learning set and dates for completion
- ensure their understanding of the home learning set and ask for clarification, if necessary, before the deadline (e.g. by attending home learning clubs)
- demonstrate a commitment to spending the allocated time completing homework tasks
- are independent in reviewing their learning and complete homework to the best of their ability
- meet home learning deadlines and hand work in on time.

We ask parents/carers to:

- ensure that students check their Google Classrooms every evening
- check what home learning is set for their child and the deadlines for its completion
- provide a suitable place at home for their child to work independently and effectively
- encourage their child by talking about the work done at home and take an interest in it to show that they value it
- praise their child for completing home learning and meeting deadlines
- recognise that home learning will become proportionally more demanding as students' progress through the school, especially at KS4/5 when homework set will often be preparation for examinations
- contact the school if there is a problem about home learning
- support the school if sanctions are necessary to get the home learning done.

Amount and frequency of Home learning

- This varies according to the age of the students and the nature of the homework activity. We review annually how much homework students are being set and publish this on the website.
- All home learning is set to allow at least one week to complete.
- In Years 12 and 13 the amount of home learning set depends on students' individual programmes although we recommend that all students complete an additional four to six hours per subject per week of independent learning. Some of this time will be spent completing homework set by the subject teacher.
- Students are encouraged to complete home learning at supervised study club after school

Our expectations

- All students are expected to meet home learning deadlines. Teachers log any missing or poor home learning via Arbor
- For students who persistently fail to complete home learning or hand in home learning to a poor standard, Chace consequences are followed. In some cases it may be deemed appropriate for the student to attend home learning club and for parents to come in for a meeting to discuss any issues that may be a barrier to their son/daughter meeting the school's home learning expectations.
- Points are awarded to those students who complete outstanding or consistently good home learning and students' efforts to complete classwork and homework well are recognised in rewards assemblies.

Communication

- Parents should contact the subject teacher in the first instance if there is a problem with home learning.
- If the problem is not resolved, the parents should then contact the Subject Leader.
- The Head of Learning is also involved if the problem is across most subjects or if the parents wish to let the school know of any relevant confidential information.
- Students are expected to find out about any home learning missed through absence and complete this on their return to school.
- Final coursework or NEA deadlines must always be met. If a student is absent from school, arrangements should still be made to deliver the coursework to the subject teacher by the deadline set.

Monitoring, Intervention, Evaluation and Review of this Policy

- Subject Leaders, Heads of Learning and SLT are actively involved in monitoring the quality and quantity of students' work in consultation with staff, for example through home learning and Google Classroom sampling and through the Keeping Chace Under Review monitoring cycle.
- The implementation and effectiveness of this policy is evaluated and reviewed regularly by middle and senior managers and Governors of the Teaching and Learning Committee.
- This policy supports and should be read in conjunction with our Equality Policy.