



# HOME LEARNING GUIDELINES

## Key Criteria and Expectations

### Home Learning Expectations: Years 7 to 11

**Home Learning** refers to specific tasks or assignments set by subject teachers for students to complete outside lessons normally to a specific deadline. (NB: this is different to **Remote Learning**, which is where students are working online when they cannot come to school for lessons e.g. during lockdown, shielding, quarantine, etc.)

It is important that all students are registered with the **Google Classroom** group for each of their subjects as this should be the main mechanism for setting and submitting home learning assignments.

#### Purpose

- To consolidate and develop what has been learnt in lessons
- To develop knowledge, skills and understanding
- To help students develop revision and retrieval techniques (see second page)
- To help develop skills of independent learning over time as students move from year to year

#### Frequency

- At Key Stage 3 most subjects will set home learning once a fortnight, although Maths, English and Science will normally be more frequent
- At Key Stage 4 most subjects will set home learning once a week
- Subject teachers should use **Google Classroom** to post home learning assignments and **Edulink** to briefly record what home learning (homework) has been set, and when it is due
- Students should be allowed a minimum of two weekday evenings to complete home learning

#### Duration

- At Key Stage 3 most home learning tasks should take up to 30 minutes to complete
- At Key Stage 4 home learning tasks may take longer; up to 60 minutes in some cases

#### Feedback

- Home learning is assessed in a number of ways, including self-assessment, peer-assessment and teacher assessment
- Feedback can be written or verbal, although it is good practice to ensure that there is **at least** one piece of individual written feedback given each half term, which is personalised to each specific student.

**Quality Assurance:** To ensure that these processes are adhered to Heads of Department should have in place a regular system of work sampling for each Key Stage. This may involve monitoring what is set on Google Classroom, exercise book sampling, and use of student voice.

## Independent study

We believe that learning happens when students think hard. Independent study plays a key role in students thinking hard about the learning that they have done over the school day.

We also relate home-learning to our understanding of how students acquire permanent learning. A brief presentation on this can be found at the link below:

<https://knowledgeplus.nejm.org/blog/spaced-repetition-the-most-effective-way-to-learn/>

Independent study is aimed to help students: -

- organise their learning
- practise their learning
- retrieve their learning through quizzing and testing
- develop their wider reading

Example tasks include: -

1. Revision cards
2. Mind maps
3. Spelling tests
4. Further reading/research
5. Writing an article
6. Practice questions

## Revision and retrieval

We encourage students to revise regularly with weekly retrieval practice, rather than trying to cram the knowledge they need in the few days before a test or exam.

We support this by checking the independent study tasks, regular low-stakes testing during lessons and encouraging the use of on-line resources which support regular revisiting of topics.

Example tasks include:

1. Revision cards
2. Mind maps
3. Spelling tests
4. Further reading/research
5. Writing an article
6. Practice questions

## Key Criteria to bear in mind when setting home learning

1. **Purpose:** all home learning assignments are meaningful and students must also understand the purpose of the assignment and why it is important in the context of their academic experience.
2. **Efficiency:** home learning should not take an inordinate amount of time and should require some hard thinking.
3. **Ownership:** students who feel connected to the content and assignment learn more and are more motivated. Providing students with choice in their assignments is one way to create ownership.
4. **Competence:** students should feel competent in completing home learning. In order to achieve this, it's beneficial to abandon the one-size-fits-all model. Home learning that students cannot do without help is not good home learning.
5. **Inspiring:** A well-considered and clearly designed resource and task impacts positively upon student motivation.

## Home Learning activities for More Able Students

For More Able students one or more of the following is usually appropriate to their home learning activities: -

- are open-ended and promote imagination and creativity
- are research-based and promote enquiry skills
- involve investigative skills
- are long-term, project-based
- promote self-reflection
- involve collaboration with peers, parents and the wider community
- are monitored closely by class teacher

## **Expectations regarding Sixth Form Independent Study**

### **General Principles**

At KS5, homework is referred to as independent study, as students will increasingly be encouraged to take responsibility for their own learning in preparation for higher education and workplace training. The general principles for KS3 and KS4 apply equally to KS5, with increasing emphasis being placed on the approach that *Students should review their notes and their learning on a daily basis.*

### **Guidelines**

Some independent study will be set as specific tasks. This might include coursework research and writing, essays, practice exercises, practical tasks, practice exam questions and note taking. It might also include specific preparation/reading work to be undertaken before the next lesson.

It will be expected that students review work completed in class each day and write up/extend notes as necessary. This work may not be prescribed by their teachers. Students will be required to develop the organisational and independent study skills to enable them to cope with the level and quantity of learning required for success at KS5. The tutorial programme will provide study skills support to help students manage the transition from KS4 to KS5.

There is an expectation that study outside the classroom will help students to consolidate and extend their learning, but also to identify areas of weakness. Students should be proactive in their response to difficulties, initially seeking solutions independently and/or collaboratively with their peers, but then, if necessary, actively seeking help from staff to address weaknesses in their understanding.

Increasingly, students will be expected to read/extend their learning around their subjects. Each department will provide students with a reading/extension activity list and guidance as to how these materials can be used effectively. The emphasis will be on developing broader contextual understanding and areas of personal interest in preparation for higher education and workplace learning.

As a guide, students should undertake 4-6 hours per week of independent study *per subject* in Year 12. Students on three subjects in Years 12 and 13 should aim to spend at least 6 hours per week *on each subject* outside the classroom.

### **Independent study in school**

Students will have some independent study time in school with the expectation that during non-contact periods, students will be working. Students on 3 subjects will have 5 hours a week timetabled in the private study room. In Year 13, students on 3 subjects will be timetabled for at least 2 periods a week in the Leake/Charlton Suite. During non-timetabled non-contact time, students can study in the Leake/Charlton Suite, in the Common Room where collaborative work can take place, or in i-Research.

### **Academic Monitoring and Support**

Through our programme of academic monitoring and support, we will identify students who are not undertaking sufficient independent study or who are not managing their workload

well. The Sixth Form Team will work closely with subject departments, and as necessary, parents to offer guidance and support through our tutorial system as appropriate.

Reviewed and updated by AF; Autumn term 2020.

Approved by Governors 3 December 2020