

# **TIBSHELF COMMUNITY SCHOOL HOME LEARNING POLICY**

Ratified: Nov 25  
(Tibshelf Policy)





## Rationale

At Tibshelf Community School, we recognise that home learning plays an integral role in the education of our students if home learning is integrated within courses of study and is well designed to support the school's curriculum. It enhances learning, improves attainment, develops organisational skills and promotes independent learning. Home learning reinforces the educational process and supports good habits that are essential for examination and lifelong learning.

***'Home learning is not an optional extra, but an essential part of a good education'***

The Education Endowment Fund states in its research that regular setting of meaningful home learning tasks can result in additional progress of up to 5 months for secondary students. Home learning is learning set by the school outside of the timetabled curriculum hours. This can be completed at home, at school in support sessions, break times, lunch times or after school in the library.

The whole school Home Learning policy provides a framework within which departments can develop their own policies tailored to their subject specific circumstances and needs whilst following the principles set out in this policy.

## Principles


- To provide opportunities to support and reinforce learning
- To allow for practice and consolidation of work done in class
- To prepare for future assessment
- To provide further formative assessment opportunities
- To encourage pupils to take some responsibility for their learning
- To develop good study habits and routines
- To provide teachers with the evidence towards evaluation of teaching and learning, progress and next steps.
- To provide parents with an opportunity to support and encourage their child, for them to become more active parents in their child's journey through school.
- To provide students with the opportunity to develop their interests in a subject beyond the confines of the classroom


## Responsibilities

All students should

- Demonstrate a commitment to spending an allocated time doing the tasks set
- Listen to the instructions and ensure comprehension
- It is the student's responsibility to inform the class teacher of any difficulties at the earliest opportunity
- Complete all work set to the best of their ability
- Hand work in on time

All teaching staff should

- Be careful to ensure that adequate time is given to complete the home learning, which allows students to seek assistance before the deadline if required.
  - Set relevant and meaningful tasks which have a clear criterion, are specific and do not disadvantage students (i.e. by requiring a range of resources)
  - Record any home learning related issues appropriately and discuss these with the students and the head of faculty.
  - Students will receive feedback on home learning where suitable to do so, in most cases Seneca will generate feedback automatically.
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- Praise and encourage students who have a good work ethos and complete home learning well by utilising the rewards system.

The role of the parent/ carer is to:

- Have regular discussions with students about home learning and deadlines.
- Aim to provide a reasonably peaceful, suitable place in which students can do their home learning or help students attend other places where home learning can be done, such as the library.
- Make it clear to students that they value home learning and support the school in explaining how it can help them make progress.
- Encourage students and praise them when they have completed home learning.
- Sign up to the Seneca online parent platform to keep up to date with your child's home learning tasks and deadlines.

Faculty leaders will ensure

- Home learning tasks are being consistently delivered by all faculty staff.
- Class teachers have the responsibility to set home learning as per the agreed subject structure, faculty leaders will monitor the effectiveness of the home learning tasks throughout the QA process (Student voice / Book scrutiny / Seneca Reports)
- Home learning tasks are clearly evident in schemes of work for staff to follow. Home learning tasks should be effectively embedded into sequences of learning to stretch, challenge and embed knowledge that students have learnt in the classroom.

## **Allocation of Home learning**

### **Key Stage 3**

At KS3 home learning will be set every week for core subjects and MFL, home learning tasks will take approximately 30 minutes to complete and will be set on Seneca every week. History and Geography will be fortnightly with the remaining subjects encouraging students to work on their practical skills where possible. Students will be given a minimum of three days to complete the tasks set.


Students in KS3 may be required to:


- Research a topic and find new information
- Present home learning to the class during lessons
- Access online learning platforms
- Revise for a test
- Multiple choice questions to identify misconceptions
- Independent projects which may require a longer deadline for submission, these might be broken up into smaller tasks but will require organisation so that the deadline is met.
- The learning of key knowledge or vocabulary to support subject specific literacy

### **Key Stage 4**

At KS4, home learning tasks will be approximately 45 minutes in length and will be set every week for each subject other than some vocational subjects who will set home learning around key assessment windows throughout the year. The expectation is that students will be given a minimum of three nights to complete the work set.

Home learning tasks set in KS4 will mainly focus on:

- Retrieval practice
  - Completing past exam papers / questions
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- Coursework and preparation for controlled exams.
  - Revision for a test (e.g. producing flash cards, posters, placements)
  - Access online learning platforms
  - Reading comprehension tasks to reinforce what has already been taught

No new material should be set as home learning.

## Process for setting home learning

- Teachers will provide clear deadlines for completion of home learning tasks on the day the task is set.
- All home learning tasks will be set on Seneca or Mathswatch for both students and parents to access and will include the due date.
- Some home learning tasks will need to be completed over a short period of time, at other times, home learning will be set over an extended period, but any due dates will be communicated via Seneca and Maths Staff.
- All faculties are encouraged to reward students for meeting expectations when completing home learning tasks. Any reward will be in line with the school's rewards policy, which might be acknowledged via positives on Arbor, praise postcards or phone calls home.

## Resources and Support

Not all home learning is completed at home, in fact for some students who find it hard to work at home, or for some tasks that require resources (books, software, equipment) which might be more readily available at school it might be more desirable to complete those tasks within school.

If a student desires to complete the home learning tasks at school, then the following support is available:

- The learning resource centre (Library) is available at break and lunchtimes.
- Year 11 Intervention timetable is available and communicated to parents at the beginning of the academic year.
- Home learning club is available in the LRC from 3pm – 4pm each day and will be supervised by the Literacy Resource Manager each evening.

Where home learning is not completed, we aim to identify the reason for this and provide support rather than automatic sanctions. The class teacher will seek to identify the barriers to completing home learning in the first instance before possibly:

- Allocating resources including hardware
- Allocation of a quiet study space at lunch / end of day
- Referral to an intervention session or home learning club
- Support within the organisation
- Support with time management

## Monitoring

The processes will be closely monitored by the leadership team and evaluated as they occur to allow for improvements to be made.

- Reviewing schemes of work for home learning is to be done by faculty leaders during line management meetings and quality assurance activities.
  - The setting and completing of home learning will be monitored as part of the QA process through book scrutiny and student voice activities, conducted by faculty leaders and SLT links.
  - Parents will be informed at parents' evenings regarding home learning tasks.
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