

Implementation Date: September 2021

Governor Approval Date: September 2021

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Introduction and Purpose

This policy aims to provide parents/carers and teaching staff with the information needed to support students when extending their learning beyond timetabled lessons. It provides students with a guide as to what will be expected of them in each year group, helping them to achieve their personal best.

A good, well-managed home learning programme helps students to become learners equipped with the skills and qualities that colleges, universities and employers are looking for. Equally, home learning is an essential component of the academy's curriculum strategy and will support students in securing a wide breadth of knowledge and skills.

At Thornhill Community Academy home learning is seen as an integral part of the academic curriculum and we recognise that the nature of examinations has changed resulting in a greater emphasis on recalling knowledge, more extended writing, and problem-solving tasks in most subjects. Working independently to consolidate and build links across their learning is vital in ensuring that students make the most progress and help them enjoy what they are learning. Additionally, students that build good routines and explore subject content regularly at home develop a love of learning, embed independence and achieve better outcomes.

N.B. This Policy does not directly apply to ASC students, approaches to the setting of home learning for students who receive support in our ASC Provision will need a bespoke approach. Teaching staff should liaise with ASC staff regarding the individual student taught and any individual strategies that will be in place.

Home learning for Key Stage 3 (Year 7, 8 and 9)

For years 7, 8 and 9, students should expect approximately one piece of home learning per subject every two weeks. Each set piece of home learning should take approximately 30 minutes to complete. Based on a typical key stage 3 timetable of 10 subjects, students can expect to spend a total of 5 hours every two weeks (2½ hours per week) on home learning tasks. **This does not include revision tasks that may be set by subjects in the run up to termly assessments.** Individual home learning tasks will be made available to students through teaching staff. Copies can be requested by students when needed and some departments may make tasks available through MS Teams.

Home learning for Key Stage 4 (Year 10 and 11)

For years 10 and 11, students should expect approximately one piece of home learning per week in each subject they study. Each set piece of home learning should take a minimum of 30 minutes to complete. Based on a typical key stage 4 timetable of 8 subjects, students can expect to spend at least 4 hours on home learning tasks per week. **This does not include revision tasks that may be set in the run up to topic, termly assessments or mock examinations.** The increase in frequency and duration of home learning at key stage 4 will support students in retrieving and embedding the greater

breadth of content covered within GCSE qualifications. Teaching staff will set individual tasks within lessons, with resources and task sheets given out on paper as required. Copies can be requested by students when needed and some departments may make tasks available through MS Teams.

Best Practice when setting home learning

Effective home learning should:

- Be appropriate for the key stage and breadth of content within the subject
- Be demanding and challenging; it should stretch students beyond their learning in the classroom and encourage them to apply prior learning to new contexts
- Check understanding of the knowledge and skills learnt, challenge students to recall information from previous learning in order to secure longer term retention and build links between topics taught within a subject and prepare students for future lesson assessments by building recap and revision skills
- Be specific in its aim to enhance concepts taught in lesson, build recall through review of lesson content or practice tasks designed to embed knowledge. Tasks should link explicitly to the curriculum and aims of each subject
- Provide an opportunity for students to demonstrate their independent understanding and skills; it should be challenging and may require critical analysis
- Arise from a curriculum planning and be set in line with the home learning frequency part of this policy
- Be appropriate to the ability and needs of the individual student
- Give appropriate autonomy to students so that they can plan when to do the work as long as it is handed in by the deadline
- Build on literacy skills, including subject specific spellings and key terms
- Be well presented by students, following our PROUD policy

Home learning should not:

- Consist of completing work not finished with a lesson
- Consist of brand-new content not seen in lessons, unless it is clearly identified as pre-learning
- Be set randomly, it must derive from a well-planned SOL or be in response to a specific need as identified through high-quality teaching

Using Student planners and Knowledge Organisers

It is the student's responsibility to record the subject and the date for completion in their planner. Specific information about each home learning task will be provided by teaching staff. Some departments will provide specific home learning resources, others may require students to access materials from within their class books. If students need a replacement, they should make sure they inform their teacher so that one can be provided. Staff must ensure that students use their planners to record the subject and due date when home learning is set.

At the beginning of every half term, every student is provided with a knowledge organiser, which will be inserted into class books for every subject. It will contain information about the specific content students will learning over the next sequence of lessons, key words for literacy and links to the learning journey of the subject. Some departments will set home learning tasks that will require students to use material within the knowledge organiser. In this case, students will be permitted to take class books home to support them.

Reminders and absences

Setting home learning on a two-weekly (Key Stage 3) or weekly (Key Stage 4) cycle will enable teaching staff to remind students prior to the hand in deadline. This reminder will support students to ask for support, resources or clarification before the home learning is due to be completed. All students are expected to complete home learning that has been set. Teaching staff will issue reminders and students are expected to attempt home learning when they are well enough to access learning. Should students have been absent when a home learning task was set, they should discuss with teaching staff appropriate next steps to avoid lost learning.

Attitude to learning and sanctions

Students are expected to complete all home learning set to the best of their ability and on time, as it will directly relate to their achievement in each subject. Staff will monitor and challenge routine non-completion of home learning and when necessary, contact will be made with parents or guardians to challenge and offer support. Within Key Stage 4, home learning is critical to students building a confidence in application of large quantities of subject knowledge, and practice revision techniques that will support them in terminal examinations. Subject areas will monitor and challenge non-compliance, which may result in detention sessions arranged by the class teacher. If a student is required to attend a session, staff will contact home to notify parents and guardians of this.

Getting Support

Home learning is crucial to ensuring students can retain, retrieve, and recall a breadth of information taught across a number of lessons, often historically. It is therefore essential that students, academy staff and parents work together to ensure home learning is completed to time and to a high standard. The following support measures will be put into place for all students:

- Every Key Stage 3 student will study Computing for one hour per week, during which students will be taught how to use school email, Teams and other online systems. They will be able to access these systems in order to email teaching staff for support, or access material through MS teams should specific subjects set tasks through it.
- MS Teams and Office 365 can be accessed outside of school by logging in at www.office.com from a web browser (Edge, Chrome, Safari) on a desktop, laptop, or tablet device. Apps for Teams and Office can be downloaded for smartphones and tablets through Apple App Store or Google Play
- Home learning tasks can be submitted online through email, Teams or on paper, as directed by teaching staff
- Additional support material for using Teams and Office 365 can be found using [this link](#)

EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		X		
2	Disability		X		
3	Gender Reassignment		X		
4	Marriage and Civil Partnership		X		
5	Pregnancy and Maternity		X		
6	Race		X		
7	Religion or Belief		X		
8	Gender		X		
9	Sexual Orientation		X		
Other					