

# Home Learning Policy

## Ellesmere Port Catholic High School



<b>Approved by:</b>	<b>Mrs C. Vile, Headteacher</b>
<b>Lead of Review:</b>	<b>Mr C Jones, Assistant Headteacher</b>
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# Home Learning

We should not be surprised at the importance placed on home learning by the wider community. Parents see it as a characteristic of “good schools” and teachers feel that we would struggle to get through examination specifications without work done at home.

## Home Learning Policy

1. One of our aims is to encourage in our students the ability to work profitably on their own and to develop a habit of independent study at home. We therefore expect all students to be set a home learning task of a suitable kind and for time to be given in class for that to be clearly recorded in children’s homework diaries. A typical piece of KS3 homework should last approximately 30 minutes, whilst at KS4 pupils should be spending approximately up to 60 minutes completing the task.
2. Home learning is set either on paper, as an assignment on Microsoft Teams or on one of our learning platforms such as Sam Learning or Sparx Maths.
3. Parents will be encouraged to discuss home learning with their children and to help them plan its completion on time. This is especially important with extended work that may cover a series of home learning periods.
4. Curriculum Leaders are responsible for ensuring that quality home learning tasks are being set according to the home learning timetable and school policy.
5. The Senior Assistant Headteacher (Achievement) is responsible for monitoring the setting of home learning across all year groups and for alerting the appropriate subject leader and/or departmental line manager if policies are not being followed. The prime responsibility for the nature and quality of home learning remains with subject leaders.
6. Form tutors and Pastoral Leaders will assist in the monitoring of completion of home learning tasks and report to the Senior Assistant Headteacher (Achievement), students who regularly do not complete tasks. These students will then be highlighted on as part of the Academic Acceleration and Recovery meetings or through pastoral meetings. Contact with parents / guardians will then be made and monitoring will take place.
7. Home learning is given according to the home learning timetables distributed at the beginning of each year. No home learning timetables are given in Sixth Form. The presence of a subject on the home learning timetable does not mean that a home learning task must be set. Home learning may be set when the subject is not listed. Whilst staff may choose to set work as appropriate and in line with departmental policy, a reasonable amount of work, well-planned and appropriate to learning goals, should be set over an extended period. Curriculum leaders will monitor and report on quantity and quality.

### Lower school - Years 7-9

Between one and two hours of home learning across the subjects taught that day is to be set each night, depending on age and ability. Approximately 30 minutes per subject.

## **Upper school - Years 10-11**

Between two and three hours each night should be set depending upon the demands of the courses being followed. All examination subjects should set regular, weekly home learning and there is always revision to be done. Planned regular revision on a weekly basis is one way of ensuring a firm grasp of examination work.

## **Sixth form - Years 12-13**

Students do what teachers require and plan their own programmes. A useful guide is about 12 hours per week of independent study. This may include supervised study periods in school.

The formative assessment of home learning will form an important part of the overall Assessment, Recording and Reporting policy and procedures. The use of home learning as part of the summative assessment of a student's progress needs to be very carefully considered. This is because students have very different resources and parental support available to them at home. Those will certainly reflect in the quality of work done.

It is important that home learning forms a meaningful and coherent part of the work for a particular subject.

Subject leaders are responsible for establishing home learning schedules and content, and for monitoring and evaluating their implementation in subjects.

Home learning may take a variety of forms. These will include:

- specially prepared home learning tasks that extend the classwork
- learning homework
- research assignments (see below)
- practical exercises
- longer-term assignments/projects which will require careful planning and monitoring by the subject teacher (see below)
- home learning to finish off work started in class. This option must be used with care as the time required will vary greatly from student to student. Such home learning should be kept to a minimum. It is however good practice to begin work in class to be completed at home when the students may need some guidance with the work.

The majority of students appear to have access to the internet at home. Those that do not have the facility in school and in local libraries.

Staff will always specify a reasonable amount of time for home learning to be completed. In order to help students to manage the quantity of work we should, as far as possible, require home learning to be completed and handed in by the following lesson. Students may have extra-curricular commitments on certain nights, and we should be open to requests for extensions from those students when the work is set.

Wherever possible, parents should be encouraged to provide a suitable place, away from distractions, for their children to complete home learning tasks. It is recognised that this will not always be possible, and students may use the library at school or ICT classrooms for the completion of home learning tasks.

**Home learning tasks need to be:**

- Relevant to the learning of the lesson or the lesson to come.
- Differentiated to ensure accessibility for students of differing abilities.
- Clearly understood and written down by the students.
- Assessed or acknowledged in some way with comments made that relate to quality and improvement.
- Above all they must be a planned part of the programme of learning.