



HOME LEARNING POLICY

2015/2016

School BEDALE HIGH SCHOOL
Headteacher MICK JOLLEY

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2015/16	Mike Mills	Gerry Price	Gerry Price

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
October 2016			

Date Ratified by Governors	Review Date

Rationale

The school believes Home School Learning is important because it:

- Helps to develop the skills and attitudes they will need for successful lifelong learning.
- Supports the development of independent learning skills and provides parents and carers with an opportunity to participate in their child's education.
- Provides an opportunity for teachers to extend learning beyond the constraints of the school day.

Homework or Home Learning is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Not all homework is done at home; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Homework enhances pupil learning, improves achievement and develops pupils' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of Learning in each curriculum area.

Invariably students who are more successful at GCSE are those who have highly developed independent learning skills, have the capacity to lead the learning process through their questions and ideas and, crucially, are resilient and resourceful enough to get over any problems along the way.

Homework enables pupils to:

- consolidate and extend work covered in class or prepare for new learning activities.
- access resources not available in the classroom.
- develop research skills.
- have an opportunity for independent work.
- show progress and understanding.
- provide feedback in the evaluation of teaching.
- to enhance their study skills e.g. planning, time management and self-discipline.
- to take ownership and responsibility for learning.
- engage parental co-operation and support.
- create channels for home school dialogue.

Homework should be -

- Differentiated. Tasks should meet the needs of individual students where appropriate. This can be achieved by setting more open-ended tasks or by modifying the work for students with learning difficulties.
- Related to the work students are doing at school.

- Varied. A variety of tasks should be planned and will not always be written work e.g. reading, prepare presentation, research, make something, revising or trying a simple practical task.
- Promote independence. Students should sometimes have a choice about the way they present their work.
- Should amount to more than merely finishing off work done in class as this leaves more able students with little challenge.

Expectations: How much, How long and by whom?

The tasks set for homework will vary through the year and across subjects. Students might be given several shorter pieces of homework rather than one; or an extended project over several weeks. Where this project based work occurs, teachers will check progress and advise on improvements. It is often best to spread homework through the week rather than do it all at one time; this is especially effective in supporting literacy and numeracy. Homework will be differentiated where appropriate and there should be a range of activities to engage students.

While the amount of homework can vary through the year depending, for example, on exam and controlled assessment influences, it is generally expected that students should allow the following time to complete homework.

EXPECTED HOME LEARNING ROTA

KS3 SUBJECT	FREQUENCY
English	All Y7 and Y8 pupils are expected to read a minimum of 15 minutes per day. This is monitored fortnightly. Also, all KS3 pupils will have weekly spelling tests as set by their teacher. Alongside their spelling tests, Y9 pupils will do extended projects which will be monitored fortnightly.
Maths	KS3 - 10 minutes after every lesson (30 minutes total)
Science	Weekly: approx 30mins per piece. If a class has 2 teachers HW will be set on a rota between the teachers so students will only get 1 piece per week, although the day HW is given each week may vary.
Geography	Weekly – approximately 30 mins per week. Split classes will vary.
History	Weekly – approximately 30 mins per week.
MFL	Weekly
Art	Fortnightly – approximately 30 mins.
Drama	Two extended pieces per half term, with monitored progress throughout.
General Studies	Fortnightly – approximately 30 mins.

ICT	Fortnightly
Music	Two extended pieces per half term, with monitored progress throughout.
PE	Y9 Jan-Feb – Extended Health and Fitness Project, with monitored progress throughout.
Technology	Extended pieces per half term, with monitored progress throughout, combined with some 30 minute pieces. Split classes will vary slightly.
KS4	SUBJECT
<p>All subjects an hour weekly. Maths will have 30 minutes revision for the weekly test, plus a 30 minute additional task.</p>	

Typically Expected Home Learning Hours

Year 7 – This will total approximately 4.5 – 5 hours per week.

Year 8 – This will total approximately 4.5 – 5 hours per week.

Year 9 - This will total approximately 4.5 – 5 hours per week.

Year 10 – This will total approximately 8 hours per week.

Year 11 – This will total approximately 8 hours per week.

Marking and Feedback

Marking homework forms an integral part of our planning and assessment. We aim to return marked homework to the students as soon as possible, whilst the exercise is fresh in the student's mind and will invariably include advice for improvement.

There will be times when examination or controlled assessment commitments for KS4 students is a priority and homework marking may fluctuate. This period is as follows:

SUBJECT	KS4 PREPARATION
English	January- March inc. in Y11.
Science	This varies depending upon the KS4 group the teacher has as we cannot all do KS4 practical controlled assessment at the same time. It can be any time between Sept-July. Teachers will aim to advise their classes when they may experience a delay in homework marking.
Geography	April/May in Y10. December-January in Y11.
History	December to January in Y11.
ICT	October in Year 11.
MFL	KS4 students complete controlled assessment in speaking and writing throughout Y10 and Y11 so we aim to accommodate homework.
Art	January to March in Y11
Technology	January to March in Y11

Homework tasks

Homework can be:

- ☉ Independent learning
- ☉ Consolidation of work in class
- ☉ Practice - learning by doing
- ☉ Guided research
- ☉ Project based over time (though the task will be monitored at various stages throughout)
- ☉ Reading
- ☉ Spelling
- ☉ Interviews
- ☉ Drawing
- ☉ Using ICT – including "I am Learning," "Linguascope," "GCSE Pod", "My Maths," "AlfieCloud"
- ☉ Recording
- ☉ Revising for assessments

Sanctions

Teacher. When homework is not completed, teachers should initially seek to support the pupil and ensure the tasks set meet the pupil's needs. If this is so, then sanctions should be used.

Tutors will conduct weekly monitoring of planners, identifying any pupils with homework problems and will liaise with the Head of House, Head of Department or Subject Teacher.

Incentives

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. Credits and rewards for achievement and sustained effort may be awarded for good homework. For exceptional pieces of homework, a faculty letter, text or postcard may be sent home.

Responsibilities

The role of the pupil

- ☉ To listen to homework instructions in class.
- ☉ To copy down instructions for the task and deadline date into the planner.
- ☉ To ensure that homework is completed and handed in to meet the deadline.
- ☉ To attempt all work and give their best.
- ☉ To inform the class teacher of any difficulties before the homework deadline.

The role of the Class Teacher

The class teacher controls the direction of homework and the nature of tasks undertaken.

The teacher will:

- ☉ Set homework according to the policy.
- ☉ Provide the stimulus.
- ☉ Give full and comprehensive instructions.
- ☉ Set deadlines for completed work and ensure that they are met.

- ☉ Mark and return all homework promptly. Marking and feedback should be regular and support progression, and where possible giving guidance on how to improve. The use of DIRT (Dedicated Improvement & Reflection Time) will be built in to the units of work to promote student reflection and improvement in their learning.
- ☉ Use a range of strategies and include self, peer and teacher assessment.
- ☉ Relate to targets and levels of achievement where appropriate.
- ☉ Provide help and support.

The role of the Subject Leader

- ☉ To seek to enhance the quality of homework set.
- ☉ To monitor and evaluate the homework policy within their curriculum area.
- ☉ As part of the departmental Monitoring and Evaluation cycle, Student Voice and Work Scrutiny should include a review of Home-School Learning.

The role of the Form Tutor

- ☉ To include homework in pupil mentoring where appropriate.
- ☉ To see that homework is being set and recorded.
- ☉ To check that the diary is being signed by the parent/guardian.
- ☉ To note and respond to any comments, if required, written in diaries by parents.

The role of the Head of House

- ☉ After each Assessment of Progress point, Heads of House analyse the data on Homework to identify students who are struggling to meet the requirements.
- ☉ Heads of House then liaise with Tutors and parents to ensure appropriate interventions are put in place. This might include Monitoring Report, meeting with parents, teaching staff, liaising with SEN/EMS for specific support strategies.

The role of the Parents

The role of the parent is crucial if a child is to gain success from homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- ☉ Providing a table, chair and a quiet place to work.
- ☉ Negotiating with the student when homework is to be done as a student's free play is important too.
- ☉ Checking the time spent on individual tasks.
- ☉ Ensuring that outside clubs or part-time jobs do not hamper a child's quality of work and put a child under undue pressure.
- ☉ Checking presentation and content of all homework being returned to school.
- ☉ Signing the homework planner each week.
- ☉ Providing the school with information about any problems through the student planner or by contacting the school directly.
- ☉ Check that the child is not distracted by mobile phones or internet or social media sites whilst studying.

Students

Student planners will be checked by:

The form tutor (weekly)

The Heads of House (sampled every few weeks)

Member of the Leadership Team (sampled termly)

Subject Staff

Will keep a record of homework tasks as part of a lesson plan and wherever possible will record on to the Management Information System so that parents can access as required.

Subject Leaders

Will sample homework records.

Will look at examples of homework and talk to pupils and staff according to the Monitoring and Evaluation cycle.

Will evaluate and update their action plans based on any findings.

Will foster Home-School Learning Support

Provision is made in school for students to have access to IT and staff support at lunch and after school. Parent information evenings are organised during the year where they can get help with supporting their child at home e.g. Yr 11 GCSE Evenings.