



Home Learning Policy

Signed:

A handwritten signature in blue ink, appearing to be "M Britton", written over a light blue horizontal line.

Date of Signature: 9th February 2021

Dated: February 2021

Review Date: February 2022

Responsibility for Review: M Britton

Homework Policy during a school closure due to lockdown

Please be aware that in the event of a local lockdown resulting in school closure this policy is suspended until school reopens. Home learning will still be set by teachers, however flexibility is needed in terms of the types of homeworks given and the frequency which it is set. The work set by teachers will be of a similar quality and follow similar topics to those the students would study were the school open.

School vision

Ebor Academy Filey's vision is to be an 'outstanding' school. The ethos of the school is to deliver educational excellence in teaching, learning and the curriculum to ensure that every student in the Academy develops their individual talents, abilities and interests to their full potential.

One of the aims of our teaching is for students to develop as independent learners, and we believe that doing home learning is one of the main ways in which students become confident and independent in their learning, a necessary skill throughout their time at school, and in adult life.

Aims

We set home learning at Ebor Academy Filey for a number of reasons. These include:

- To develop our students' ability to study and learn independently
- To develop our students' ability to organise their time and priorities to complete work to deadlines
- To reinforce learning from the lesson
- To help prepare for future lessons
- To extend the work and ideas of the lesson
- In KS4, to work independently on coursework
- To allow teachers to assess the learning of students and to plan further lessons accordingly

What sort of activities might be set for home learning?

The home learning tasks that are set are very varied and may include:

- course catch-up or pre-teaching
- an extended piece of writing
- a project over several weeks
- learning keywords or concepts
- revising for a test
- answering questions on a worksheet
- brainstorming some ideas to prepare for the next lesson
- researching a topic
- discussing an issue with family and friends
- redrafting and improving a piece of work carried out previously
- reading
- producing a diagram, drawing or model
- practising a skill

How often is home learning set?

Students will need to learn to manage their time so that they do some home learning each evening. The time devoted to home learning should increase as the student progresses through the school. Home learning may also be set over holiday periods as necessary. Opportunities for students to do home learning at school are available, which can provide access to the subject teacher as well as access to required resources (books, software and equipment) more readily available at school.

How is home learning set?

In most cases, students will be set the home learning in lesson time and be asked to record it in their planners. Some subjects may set a home learning project at the start of the module which will be collected in the last week of the module.

Key Stage 3 (Year 7, 8 and 9)

- English, Maths and Science, History, Geography, French — at least once per week for approximately 30 mins
- Art, Design & Technology, Drama, ICT, Music, PE and RE will set projects to be completed over time with weekly deadlines specified.

Key Stage 3	Time per week		
	Year 7	Year 8	Year 9
Subject			
English	30 mins	30 mins	30 mins
Maths	30 mins	30 mins	30 mins
Science	30 mins	30 mins	30 mins
Geography	30 mins	30 mins	30 mins
History	30 mins	30 mins	30 mins
MFL	30 mins	30 mins	30 mins

Key Stage 4 (Year 10 and 11)

- Home learning in all examined subjects should set one homework per week to last approximately 1 hour.

Key Stage 4	Time per week	
Subject	45 – 60 mins	45 – 60 mins
English	45 – 60 mins	45 – 60 mins
Maths	45 – 60 mins	45 – 60 mins
Science	45 – 60 mins	45 – 60 mins
Geography	45 – 60 mins	45 – 60 mins
History	45 – 60 mins	45 – 60 mins
MFL	45 – 60 mins	45 – 60 mins
Technology subjects	45 – 60 mins	45 – 60 mins
ICT	45 – 60 mins	45 – 60 mins
BTEC PE	45 – 60 mins	45 – 60 mins

When is home learning marked?

Home learning will be collected on the day specified by the teacher, appropriately marked and feedback returned within 2 weeks.

What will happen if home learning is not completed?

When home learning is not completed on the required deadline or to the required standard, teachers should issue a correction and if necessary support the student to ensure the tasks set meet the student's needs. If this is so, then sanctions should be used. Teachers receive support from their Curriculum Leader and senior staff. The sanctions are as follows:

1. Class teacher - discussion and negotiation with student, informing parents via planner, text or telephone call home and correction if necessary.
2. Curriculum Leader - discussion and negotiation with referred student, informing parents and correction if necessary.
3. Parents to be invited in by Curriculum leaders and class teacher to discuss a suitable way forward.
4. Members of SLT discusses and negotiates with subject teachers, students, and parents where necessary; applies sanctions or support where appropriate and referring students to member of SLT as necessary.

What will happen if home learning is completed to a high standard?

High quality home learning and a good work ethos should be sensitively praised in class. Where appropriate, home learning could be included in display work. Students may be rewarded for achievement and sustained effort for good home learning. For exceptional pieces of home learning, a merit should be given and a letter or postcard may be sent home.

Who should I contact if I have a query about home learning?

- If you have questions about home learning across several subjects, contact your child's tutor.
- If you have a question about home learning in a particular subject, contact the teacher for that subject.

The role of the student

Responsibilities

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

The role of the Form Tutor

- To check that home learning is being set and recorded in planner.
- To check that the planner is being signed by the parent/guardian.
- To note and respond to any comments written in planners by parents.

The role of the Class Teacher

The class teacher controls the direction of home learning and the nature of tasks undertaken. The teacher will:

- Set home learning according to the Academy's home learning expectations.
- Provide the stimulus.
- Give full and comprehensive instructions.
- Set deadlines for completed work and insist that they are met.
- Mark and return all home learning promptly.
- Provide help and support.
- Inform the Curriculum Leader, Tutor and Heads of Key Stage, as appropriate, when problems arise.

The role of the Curriculum Leaders

- To seek to enhance the quality of home learning set.
- To monitor and evaluate the home learning policy within their curriculum area.

The role of senior leaders responsible for Curriculum Development

- To provide staff, students and parents with the necessary home learning documentation.
- To develop classroom practice to enhance home learning across the school.
- To review annually the school home learning policy.
- To monitor and evaluate the school home learning policy.
- Robustly and regularly monitor quality of all homework across the school reporting actions required to secure consistency to the Governors Strategy Group.

The role of the Parents

The role of the parent is crucial if a student is to gain success from home learning. 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 home learning is to be done as a student's free time is important too.
- Checking the time spent on individual tasks.
- Ensuring that outside clubs and part-time employment does not hamper a student's quality of work and put the student under undue pressure.
- Checking presentation and content of all home learning being returned to school.
- Signing the student planner each week.
- Providing the school with information about any problems through the student planner or by contacting the school directly.

Appendix:

Students with Autism Spectrum Condition (ASC)

It is advised that difficulties with rigidity of thought mean students with an Autism Spectrum Condition (ASC) often have difficulty doing 'work' at 'home'. Some suggest that ASC students should therefore be exempt from homework. However, it can help promote independence in ASC students. This is pertinent given the challenges faced by these students with developing this skill.

When planning for independent learning tasks, teachers should:

- Create meaningful tasks
- Differentiate tasks taking the needs of individual students into account
- Chunk / break down tasks (especially for project-based assignments)
- Set achievable targets
- Set tasks alongside clear objectives
- Set tasks with appropriate time-allowance / deadlines

Where appropriate, allow students to link independent learning tasks with their special interest to promote engagement

- Allow students to differentiate for themselves to promote engagement, e.g. allow students to present their work in a manner they choose
- Seek assistance from the autism support department when planning independent learning tasks

Where an ASC student is having difficulty with independent learning, the autism support department will assist with:

- Accessing time and space to complete independent learning tasks
- Accessing resources
- Liaising with teachers for additional support if required

Parents of ASC students are encouraged to contact the autism support department if difficulty with completing independent learning tasks is experienced. This should especially be the case where independent learning tasks are leading to significant levels of distress. Wherever possible, contact should be made as far ahead of deadlines as possible in order that intervention takes place.