Home Learning Policy

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At Waldegrave School, we consider home learning to be an integral part of the curriculum and a valued part of a balanced education. Home learning is work completed at home to prepare for, extend or consolidate classroom learning. It is our aim to ensure that students have frequent opportunities to develop and consolidate their competencies as independent learners. It is also our aim to ensure that students develop literacy and numeracy skills as well as soft skills such as communication and problem solving.

The aim of this policy is also to support student wellbeing, therefore we have not specified the frequency which departments should set home learning. In addition, Year 7 will be given minimal homework in the Autumn term in order to support their transition to secondary school.

1. The purpose of home learning is to:

- Encourage students to develop the confidence and self-discipline for independent work, an essential skill for adult life.
- Consolidate and reinforce skills, including literacy and numeracy, and understanding.
- Enable students to devote time to particular demands such as GCSE / A level assessments or project work.
- Consolidate work covered in lessons or prepare for new learning activities.
- Develop research skills.
- Provide challenge with the opportunity to get things wrong and learn from this.
- Show progress and understanding.
- Enhance study skills e.g. planning, time management and self discipline.
- Take ownership and responsibility for learning.
- Promote parental engagement and support.

2. The role of students:

- Use Google Classroom to monitor home learning assignments and ensure that they are marked as complete.
- Access non-online home learning tasks and online home learning tasks that are set by staff through Google Classroom.
- Complete home learning to the best of their ability.
- Ensure that deadlines are kept.
- If absent, actively find out via Google classroom what home learning has been missed and catch up on it.
- Inform the subject teacher of any difficulties in advance of the deadline where possible and seek support as appropriate.
- The use of AI should correspond to our student approach to AI. Students should assume that they should not use AI tools unless their teacher has told them that they can. If they are unsure or they would like to use a tool they should ask their teacher for permission.

- Use of AI: Students

3. The role of staff:

- Set home learning in line with school and departmental protocols.
- Use Google Classroom to communicate ALL home learning tasks to students, giving full and comprehensive instructions including instructions regarding the use of AI and setting reasonable deadlines for completed work and ensuring that they are met.
- Unless there is good reason in terms of supporting learning, adhere to the timing guidelines for each key stage.
- Consider the needs of individuals when setting home learning tasks. Provide help and support if required.
- Look for opportunities to set home learning that does not involve screen time.
- Take into account any assessments in the school calendar when setting home learning to ensure student and staff well-being.
- Ensure that home learning is acknowledged in some way. This may include a visual check to ensure completion, verbal feedback or providing written feedback in accordance with the whole school feedback and review policy.
- If a student persistently fails to complete home learning, work with the Head of Department or Head of Year, as appropriate, to address the issue.
- Contact parents to discuss the concerns regarding the quality and/or frequency of completion and/or meeting of deadlines.

4. What Parents/Carers can do to help:

- Provide a quiet place to work for the student.
- If parents / carers have any concerns about home learning, including the impact of the amount of home learning set on student wellbeing, they should contact the class teacher in the first instance in regard to an individual subject or the form tutor regarding more general concerns.
- Discuss home learning with their child, for example, through checking their google classroom, and support them if a piece of work requires input from home.

5. Sanctions and rewards for home learning:

- Staff will follow the school behaviour policy in relation to sanctions for failure to complete home learning, these will be recorded on Arbor.
- Overtime will be set in the Sixth Form for missed deadlines including independent learning tasks.
- Staff will award E-praise points in recognition of home learning that has been completed with care, effort and to a high standard, in line with the rewards policy.

6. Support with home learning:

There is a home learning club after school daily to support students, as well as the opportunity to access resources such as printing or revision guides through school.

Some students may have their home learning adapted by amount, task, or outcome. Rewards and sanctions will still apply but individual needs are taken into account. Parents are encouraged to work with the school and may contact teachers or the Inclusion Department with specific concerns. Disadvantaged students will be provided with chromebooks to support their engagement with home learning.

7. General Protocols for setting Home learning via Google

- Each subject will be separated into Topics within the Google classroom.
- Home learning set will be organised within the correct topic and will be clearly labelled in sequence to support students with organisation.

- All home learning to be set on Google classroom via Assignment.
- Assignments should include clear instructions on how to complete the task, access to any resources that might support students completing the task or links to websites that can help.
- A deadline for completion - should be a minimum of 3 school days although there may be occasions when this is shorter in order to support progress of learning.
- Appendix 1 should be used to support with setting appropriate home learning tasks.

8. Key Stage 3 and 4

Students in KS3 will be informed by their class teacher of the frequency and approximate days of home learning in their subject. It will be made clear that this is for guidance only and may need to change to take into account learning needs or missed lessons.

It is not possible to have timetables at KS4 as each student follows an individual timetable. However, students will be informed by their class teacher of the frequency and approximate days of home learning in their subject. It will be made clear that this is for guidance only and may need to change to take into account learning needs or missed lessons.

KS4 students should expect to complete extra study including home learning assignments set by subject teachers with specified deadlines and revision activities to prepare for GCSE examinations. They should manage their time effectively.

In addition to set home learning tasks, students should be encouraged to visit revision sites such as BBC Bitesize, My Maths, Kerboodle, and GCSE Pod where there are a wealth of resources available to support their learning. We will encourage reading each week to develop literacy skills in all students.

9. **Protocols for KS3 Home learning**

- Tasks for KS3 students should take no more than 20-30 minutes to complete. Where tasks are project based, students should have a clear understanding of the time expectations. In this case, it may be appropriate to break the project into manageable chunks each with a separate time frame.
- Home learning may be adapted in the same way for students as staff would for lessons.
- Home learning should only be set when it is appropriate to do so. There may be occasions where home learning is not set.

10. **Protocols for KS4 Home learning**

- Staff should follow the same protocols used for KS3 in relation to setting home learning.
- Staff can ask students to attend an after school session (e.g. Music/Art/DT session, PE extra-curricular practice) as a home learning task but staff must understand that attendance may not always be possible.
- Tasks for KS4 students should take no more than 30-45 minutes to complete.
- Home learning may be adapted in the same way for students as staff would for lessons.
- Staff should consider tasks that enrich student learning of a topic or that can help develop independent study or revision skills.

11. Key Stage 5

Sixth form students will be expected to complete between four to five hours of independent learning per subject every week. This may include home learning assignments set by subject teachers with specified deadlines. However, the expectation is that students at Key Stage 5 will go beyond this, with independent learning also including additional tasks identified and completed by students using their own initiative. The specific nature of these tasks will vary from one subject to another, but will typically include the following:

Prepare	Get ready for your lessons by pre-reading around the next topic, either from a revision guide, the textbook or other relevant sources of information.
Consolidate	Reinforce your learning from lessons by finishing off any incomplete tasks, reading back through your notes and highlighting the key information you've written down.
Practice	Apply what you have covered in lessons by practicing exam style questions. This might mean searching for lots of questions on a particular topic, completing past papers or planning out essays.
Revise	Try to revise as you go throughout the year by writing summary notes of the topics you have done that week, quizzing yourself, explaining concepts to others or doing exam questions.

Students may complete these independent learning tasks in their work periods during the school day. Alternatively, they may choose to carry out the work in the evenings or at the weekend. The school site is open to students at Key Stage beyond the limits of the conventional school day to support them in this endeavour. Students may ask permission from the relevant staff if they would like to use specialist facilities, such as Art or Music rooms, outside of their timetabled lessons.

On occasion, subject teachers may require students to complete independent learning tasks at specific times on the school site, potentially under supervision. For example, a student may be placed in Overtime if they have work to catch up on or have not met deadlines set previously.

Appendix 1

These are examples of effective or appropriate home learning activities:

Flipped Learning:

1. Research a topic in advance of the lesson, for example, using BBC bitesize or GCSE pod.
2. A piece of reading on a topic in advance of the lesson.
3. Seneca learning assignments to generate knowledge in advance of the lesson.
4. Listening to a podcast in advance of the lesson.
5. Watching a documentary on a topic in advance of the lesson.
6. Watching short video clips on a topic in advance of the lesson e.g. BBC Learn or GCSE pod.

Consolidation of Learning:

1. Subject specific reading or reading comprehension.
2. Revision - e.g. Seneca assignments, GCSE pod, BBC Bitesize, personal revision/commiting to memory.
3. Google quizzes.
4. Extended writing.
5. Completion of exam questions.
6. Producing revision notes or essay plans.
7. Online tools to consolidate learning - e.g. Sparx.
8. Listening to a podcast to extend knowledge.
9. Watching a documentary or short video clips to consolidate knowledge.
10. Writing a response to a reading, video clip or podcast.

Other:

1. Reading for pleasure.
2. Discussing a reading or a topic with a family member and taking brief notes.
3. Attending rehearsals or practical sessions after school or at lunchtime.