



Backwell School Home Learning Policy

Issue No	Author/ Owner	Date Written/ Reviewed	To governors for information	Comments
1	BJH	May 2016	8 June 2016	
2	BJH	May 2021	19 May 2021	Small amendment to monitoring section

As a school we believe that pupils need to develop skills enabling them to learn away from the classroom. Successful pupils are those who have highly developed independent study skills, who own their learning process and have the resilience and resourcefulness to overcome problems. To this end, Backwell School is committed to develop a culture where high quality home learning underpins and develops the outstanding learning which occurs within classrooms.

The setting of regular home learning which is planned to be part of the teaching and learning process supports pupils to make more progress in the following ways:

- It extends learning time through consolidation and extension activities
- It provides opportunities for creativity and choice
- It acts as a bridge between teacher led and pupil led learning
- It develops the skills required for independent learning

All pupils should be set regular home learning in accordance with the following guidance:

Key Stage 3 (Years 7, 8 and 9)	<p>English, Maths, Science and Modern languages: Minimum one piece of home learning per week.</p> <p>Humanities and Art Design and Technology: Minimum one piece of home learning per fortnight.</p> <p>Performance and Computing: Minimum one piece of home learning per term. (With the exception of PE)</p>
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Key Stage 4 (Years 10 and 11)	All subjects should be setting one home learning per week (With the exception of SMSCE and core PE)
Key Stage 5 (Years 12 and 13)	<p>Home learning dependent upon pupil courses but as a guide a minimum of one set home learning per subject per week. In the case of multiple teacher, it is expected that each teacher sets home learning once per week.</p> <p>Pupils are advised to spend approximately 4-5 hours per week working on each subject outside of the classroom. Teachers are expected to provide clear guidance as to how this time should be spent and ensure that this work is happening.</p> <p>This should include formally set work that is taken in and assessed by teachers, preferably in line with examination criteria. The frequency and length of these assessed tasks will vary by subject, but should account for around 25% of the private study time allocation given above.</p>

Home learning tasks

The list below is not exhaustive but acts as an idea about the range of tasks which could be considered meaningful home learning:

- Complete the following exercises using the method learned in class.
- Read/watch/listen to the following and come to next lesson ready to discuss ...
- Find six pictures which you think best represents ...
- Using the method practiced in class come to next lesson with the following questions answered ...
- Produce a report on the effects of You can choose how you present this to the class e.g. a blog, short video, presentation etc
- Find a story in the news which you think best illustrates ...
- Complete the task begun in class taking into account the feedback you received.
- Extended home learning tasks which run over several weeks towards a given outcome.

Recording of home learning

Pupils are responsible for recording the home learning set by staff along with the deadline in their planners. For some pupils recording tasks is challenging and support should be given to them to ensure they understand the task and have it written in their planners. If an extended home learning task is set, it is important that teachers give 'milestones' for pupils to record in planners to ensure that they can manage the task over the given period.

The need for differentiation

As with any type of activity, home learning needs to be appropriate to the ability of the pupils it is being set for. This means that home learning should be differentiated with teachers consulting IEPs as relevant to ensure that tasks are adapted appropriately. With extended home learning, pupils with particular learning needs need find these very challenging so it is important to structure longer tasks.

Feedback on home learning

There are a number of ways that pupils can receive feedback on their home learning. It is important to acknowledge that it is not expected that all home learning is taken in and marked by the teacher, however, it is expected that some home learning during the year will be formally assessed in accordance with the assessment and marking policy. Below is a list of ways in which home learning might be assessed:

- Peer or self-marking against a set success criteria
- Preparation home learning where pupils use the task completed for class learning
- Teacher acknowledgement that the home learning is complete
- Parent marking of home learning – as long as there is a very clear criteria for assessment!
- Written formative comment from teacher

It is expected that teachers will reward home learning which is of a particularly high quality or where a pupil has made a big effort.

The role of parents and carers

Whilst acknowledging that pupils are responsible for managing and completing home learning on time and to a good standard, the role of parent/carer is key to the successful completion of home learning. Parents and carers can support the school's home learning policy by:

- Checking and signing the pupil's planner on a weekly basis
- Checking that deadlines are met
- Maintaining clear lines of communication with the school
- Talking with their child about their home learning
- Ensuring adequate time is spent on home learning
- Ensure that there is a conducive environment for completing home learning free from distractions

Monitoring

This policy will be monitored alongside the quality of education as part of the whole school self-evaluation cycle.