



STANGROUND
ACADEMY

Home Learning

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Stanground Academy Home-learning vision:

“Empowering our students through purposeful home learning, we envision a learning community where independent study skills flourish. Home-learning, thoughtfully designed and relevant, reinforces classroom learning and fosters self-discipline. Together with parents, we create a supportive environment that values Home-learning, encourages time management, and promotes student success.”

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 Home-learning is done at home; in fact, for some students 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 tasks at school.

Home-learning enhances student learning, improves achievement, and develops students’ study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Purpose of Home-learning and out of lesson learning

1. To provide students with opportunities to review and consolidate the learning they do in lessons.
2. To develop students’ personal learning and thinking skills.
3. To develop key learner attributes; responsibility, resilience, reasoning, and the ability to be reflective and resourceful.
4. To provide teachers with an opportunity to assess student progress and give valuable feedback that will inform future learning.
5. To investigate own interests stemming from core learning.

Principles of setting Home-learning, marking Home-learning and providing feedback

1. Home-learning for each year group is set in line with the Academy Home-learning policy and Guidance shown on the School website.
2. Home-learning tasks are set to provide students with a valuable learning opportunity; consolidation of learning, research of a new topic, development / reinforcement of new skills etc.

3. Students are set a variety of Home-learning tasks. Where possible, there should be an element of choice in the Home-learning task they will complete. Choice is a good motivator for students.
4. Deadlines for Home-learning completion are set and adhered to by staff and students.
5. When Home learning requires feedback, is given to promptly and highlights what the student has done well with time provided for students to reflect on feedback and take action when appropriate.
6. Parents/carers have access to information which keeps them informed about their child's Home-learning (Class charts); the task that has been set, dates due for submission and sanctions for non-completion of Home-learning.

Responsibilities The role of the student

1. To listen to Home-learning instructions in class.
2. To access Class charts to get full instructions of Home-learning set.
3. To attempt all work to the best of their ability.
4. To ensure that Home-learning is completed and handed in on the deadline.
5. To inform the class teacher of any difficulties.

The role of the form tutor

In a supportive role to reminding students to complete Home-learning, support when students have queries and difficulties and direct to resources and support when needed.

The role of a class teacher

The class teacher follows the faculty guidance on Home-learning. The teacher will:

1. Set Home-learning according to the Policy and explain at the start of the lesson
2. To record Home-learning on Class charts
3. Provide the stimulus and ensure students understand the purpose of Home-learning
4. Give full and comprehensive instructions and explain how this will be marked
5. Set deadlines for completed work and ensure that this is recorded on Class charts
6. Mark and return all Home-learning promptly where appropriate
7. Participate in faculty corrections as directed by Curriculum leaders

Classcharts should be used as an area to upload all Home-learning for students to encourage students and parents to access research, exemplar work, guidance and additional support.

Classcharts has the facility to track and monitor Home-learning set by staff. Home-learning can be shared with both students and parents which encourages parental engagement. By using Classcharts,

teachers can monitor when students complete the work, set deadline dates and minimise paper wastage across school. Home-learning can be saved as templates and duplicated across classes to reduce teacher workload and can be set centrally if needed.

The role of the Curriculum Leadership team

To seek to enhance the quality of Home-learning set.

To monitor and evaluate the Home-learning policy within their curriculum area.

To support and guide class teachers in line with incomplete Home-learning guidance.

All faculties have a Home-learning policy, detailing:

1. When Home-learning will be set.
2. How much Home-learning should be set
3. Types of Home-learning used.
4. Place of Home-learning in the scheme of work.
5. Faculty incentives.
6. Sanctions for unsatisfactory work.
7. Who will monitor Home-learning and how often.
8. Home-learning action plan following most recent detailed monitoring of Home-learning.

It is good practice to have regular Home-learning reviews at faculty meetings to evaluate, create and enhance specific Home-learning tasks.

The role of the Parent

Parents are encouraged to support their child through:

- Checking the parent Classcharts page to view Home-learning set
- Providing a quiet area for students to complete Home-learning
- Providing ICT / internet facilities where appropriate
- Support the student where issues arise re incomplete Home-learning

Home-learning can be in a variety of forms

- Online assignments (Sparx, Seneca etc)
- Reading with reviews or comprehension questions
- Mind maps
- Diagrams/ drawings

Home learning Policy 2024-25

- Exam questions/papers
- Practice and refine (speaking and listening/ performing)
- Organising equipment e.g. ingredients/ PE kit
- Independent learning
- Consolidation of work in class
- Completion of coursework assessments
- Task menu's
- Preparation for upcoming lessons

When will Home-learning be set?

Year 7 and 8

Week A and B	Week A	Week B
<ul style="list-style-type: none"> • Sparx Reader • Sparx Maths • Science 	<ul style="list-style-type: none"> • Languages • Geography • IT (every other Week) 	<ul style="list-style-type: none"> • Art/ Design Technology • Dance/Drama/Music • History • RE (every other Week)
30 minutes each per week	20 minutes each per week A	20 minutes each per week B

Year 9

Week A and B	Week A	Week B
<ul style="list-style-type: none"> • Sparx Reader • Sparx Maths • Science 	<ul style="list-style-type: none"> • Languages • Geography • IT (every other Week) 	<ul style="list-style-type: none"> • Art/ Design Technology • Dance/Drama/Music • History • RE (every other Week)
30 minutes each per week	30 minutes each per week A	30 minutes each per week B

Year 10 and 11

Week A and B
<ul style="list-style-type: none"> • English • Maths • Science • 3 option subjects
45 minutes each per subject

Post 16

Week A and B
4-5 hours each per week for each subject taken. (Free study sessions can be used to accommodate this)

Key Stage 4 and Key Stage 5 Home-learning

KS4 and KS5 Independent Study – in addition to tasks set by staff, KS4 and KS5 students are expected to complete the following to achieve their potential:

- Exam preparation
- Wider reading
- Research and information gathering to inform lessons and / or Home-learning tasks coursework and / or preparation for controlled assessments.
- Attend additional teacher led sessions

Rewards

Rewards are integral to the success of Home-learning, promoting, and celebrating Home-learning competition to a high standard will drive engagement and compliance.

High quality Home-learning and a good work ethos should be sensitively praised in class.

Where appropriate, Home-learning should be celebrated in display work.

Staff should reward Home-learning (effort, attainment or progress) using Aspire points on Classcharts and through communication with home.

Allocation of rewards for HL will be monitored and form the basis of eligibility to attend end of full term reward trips.

Guidance on incomplete Home-learning

The teacher needs to assess the reason behind non-completion of Home-learning.

When Home-learning is not completed teachers should initially support the student and identify the issue – this could be:

- Misunderstanding of the task
- A change of circumstances and lack of facilities at home to complete Home-learning
- Parents/carers have communicated a satisfactory reason for the student's failure to complete the work correctly.

If the teacher believes that incomplete Home-learning has occurred due to reasons detailed above, teachers are encouraged to provide support and a further opportunity with a new deadline for Home-learning to be completed.

Step 1: If the student has not completed the home learning due to poor time management and organisation on their behalf, they should be given a second opportunity to submit the Home-learning.

Teachers are encouraged to set deadlines for home learning submission in the period prior to break, lunch, and the end of the school day (Periods 2,4 and 5). These 'Golden periods' allow teachers to keep students behind during break/lunch/after school to complete the Home-learning set.

This will however be sanctioned as *Late HL* on Class charts. This initial sanction will allocate negative points but does not carry a correction.

Teachers are also encouraged to contact the student's home when Home-learning is repeatedly not completed/not completed on time/not completed to a good standard.

Step 2: If the student continues to fail to complete their Home-learning.

Staff will:

- Enter sanction on Class charts as *Non-completion of HL*, this will trigger a 3.45pm HL correction to be completed the same day.
- An automatic email and alert on Class charts will be sent home to parents to inform them of Home-learning correction.

Step 3: If a student fails to attend the HL correction or persistently fails to complete Home-learning to the class deadline, the correction staff will:

- Enter the non-attendance of HL correction on Class charts, this will trigger a 4.30pm Extended HL correction to be completed on that day.
- An automatic email and alert on Class charts will be sent home to parents to inform them of the extended HL correction.

Step 4: If a student fails to attend the Extended HL correction the correction staff will:

- Enter the non-attendance of Extended HL correction on Class charts, this will trigger a 6.00pm SLT correction to be completed on that day.
- An automatic email and alert on Class charts will be sent home to parents to inform them of the 6.00pm SLT correction.

HL corrections will be based in the canteen area and receiving a correction for a behaviour issue on the same day as a HL correction will have a cumulative effect.

Faculty teams will regularly discuss Home-learning issues during curriculum meetings, using Class charts data to analyse trends and formulate plans accordingly.