

**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. It is important to note that the work should be completed independently. A number of the platforms we use, such as Sparx and UpLearn tailor the work to the abilities of the student completing it. If someone is helping with the work it can result in the work set being too difficult.

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. Students are able to use the library at lunchtime and afterschool to support this.

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. The Education Endowment Foundation (EEF) reports that effective homework can lead to an average of five additional months' progress over the course of a year. Evidence suggests that home learning has the greatest impact in secondary schools, particularly when tasks are closely linked to classroom learning and supported by feedback.

**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.

## Home learning Policy 2026-27

### **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 Academy website.
2. Home-learning tasks are set to provide students with valuable learning opportunities, 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

## Home learning Policy 2026-27

**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. Who will monitor Home-learning and how often.
7. 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

## Home learning Policy 2026-27

- Diagrams/ drawings
- Exam questions/papers
- Practice and refine (speaking and listening/ performing)
- Organising equipment e.g. ingredients/ PE kit
- Independent learning
- Consolidation of work in class and/or completion of coursework assessments
- Task menus
- Preparation for upcoming lessons

### When will Home-learning be set?

#### KS3

| Week A and B                                                                                                                                                                                             | Week A                                                                                                                  | Week B                                                                                                                                                          | Half-termly project                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Sparx Maths</li> <li>• Science</li> <li>• Reading Plus</li> </ul> <p>30 minutes each per week for Maths and Science. 15 minutes an evening for Reading Plus</p> | <ul style="list-style-type: none"> <li>• Languages</li> <li>• Geography</li> </ul> <p>20-30 minutes each per week A</p> | <ul style="list-style-type: none"> <li>• Art/ Design Technology</li> <li>• Dance/Drama/Music</li> <li>• History</li> </ul> <p>20-30 minutes each per week B</p> | <ul style="list-style-type: none"> <li>• IT</li> <li>• RE</li> <li>• English</li> <li>• PD</li> </ul> |

#### Year 10 and 11

| Week A and B                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• English</li> <li>• Sparx Maths</li> <li>• Science</li> <li>• 3 option subjects</li> <li>• Reading Plus</li> </ul> <p>45 - 60 minutes each per subject. 15 minutes each night for Reading Plus</p> |

#### Post 16

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

## Home learning Policy 2026-27

### 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 completion 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.

### Year 7 only (first term):

**Year 7 only 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.

## Home learning Policy 2026-27

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 persistently not completed/not completed on time/not completed to a good standard.

### **Year 8, 9, 10, 11, 12 & 13 (Year 7 after half term)**

#### **Step 2: If a student fails 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.

## Home learning Policy 2026-27

### Appendix

### Faculty Home Learning Overview

#### Reading Plus (all)

Students should complete approximately 15 minutes of Reading Plus each afternoon, for a total of 75 minutes a week. Research has shown that this little and often approach is far more effective in improving reading ability than doing it one chunk of time.

#### Personal Development

Students will be directed to update their Unifrog profile with career activities and skills builder development.

#### English KS3

Students will undertake a project-based home learning task over a half term period.

At the beginning of each term, students will be given a brief and a list of suggested tasks that should take approximately 20 minutes. Students will independently decide which tasks to engage with to work on their project. This will harbour independent time management skills, give students freedom to be creative and take ownership over their learning - skills which will aid them further in their educational journey. The project briefs will be tied to the curriculum concept to expand their thinking and understanding, and work in tandem with the curriculum in class.

Start of term: Project introduced, tasks given – hard copy and made available on Teams, linked on Class Charts

Mid-term: Students independently work on tasks towards their project, recorded in a journal – either digital or hard copy. Journal is checked weekly by class teacher – ASPIRE points awarded for compliance / completion of tasks.

End of term: Students present their project in class – teacher to give detailed verbal feedback and reward with ASPIRE points.

#### English KS4

A range of tasks are set using various platforms such as Seneca and GCSE Pod to support pupils' development of key knowledge required for their exam courses. Pupils will be directed to specific revision tasks using their books, revision guides and online platforms to support them in the run up to their exams and will also be set exam questions.

## Home learning Policy 2026-27

### Humanities Home Learning KS3

In KS3 History, students will use a piece of extended reading to complete three different tasks across each half term. This reading will have a link to their in-class topic, which will be explained in class.

Pupils will either use the text to build vocabulary, answer comprehension questions or create something new, such as a storyboard, using the information they have discovered. In the lead up to mid-year and end of year exams various revision tasks will be set to consolidate key vocabulary and historical understanding to prepare pupils for their exams.

In KS3 Geography pupils use the Seneca app to complete a knowledge-based assignment which complements the learning they have been doing in class. These assignments are set via a link which is shared on Classcharts. In the lead up to mid-year and end of year exams various revision tasks will be set to consolidate key vocabulary and geographical understanding to prepare or exams.

In KS3 RE pupils will complete a topic-based assignment each half term which will be connected to their in-class learning.

**Geography KS4:** GCSEPod is the cornerstone of our home learning and revision strategy.

In Year 10, weekly assignments are set to help students review previously taught content or prepare for upcoming lessons. In Year 11, assignments form part of a structured revision programme designed to support preparation for the next PPE or final examinations.

Each assignment requires students to watch several GCSEPod "Pods" (short videos lasting 3–4 minutes) and then complete a series of multiple-choice and free-response, exam-style questions. These responses are assessed by GCSEPod's built-in AI system and are subsequently reviewed by teachers.

The following week, students are expected to read and reflect on the feedback they have received. They must then handwrite an improved version of one of their answers, alongside completing a new set of Pods and questions. The handwritten improvement work is submitted as a photograph via Class Charts.

As no physical paperwork needs to be handed in, assignment deadlines may not always fall on days when students have a Geography lesson

Across KS4 History and RE a range of tasks are set using various platforms such as Seneca and GCSE Pod to support pupils' development of key knowledge required for their exam courses. Pupils will be

## Home learning Policy 2026-27

directed to specific revision tasks using their books, revision guides and online platforms to support them in the run up to their exams and will also be set exam questions.

### MFL Home Learning

Students are expected to use the online platform Active teach. They complete a series of topic-based activities to reinforce material covered in lessons. The tasks focus on the skills of Listening, Reading and Writing to consolidate understanding of key vocabulary.

### IT and computing KS3

The Home learning in IT will be based around the Inspiring Digital Enterprise Award (iDEA). This is an international, award-winning programme that helps students develop digital, enterprise, and employability skills through interactive online modules called badges.

Students complete Bronze-level badges each half term, earning 250 points per term. With badges being themed into the following categories:

- Term 1: Citizen
- Term 2: Worker
- Term 3: No badge (assessment prep)
- Term 4: Maker
- Term 5: Entrepreneur
- Term 6: Gamer

This programme helps develop skills such as E-safety, coding, cybersecurity, AI problem-solving. It contributes to employability skills, independent learning and digital literacy

### Mathematics KS3

The core home learning for Mathematics is accessed through the Sparx online platforms, ensuring that students consistently revisit, retrieve and practice what they have been taught in Maths to help secure this learning in their long-term memory. Our core KS3 home learning offer is deliberately designed adapted to the students individual needs, automatically adjusting levels when needed. Students should spend 30 minutes on this work.

### Mathematics KS4

KS4 home learning will also predominantly be set on Sparx, with an expectation that students spend 45 minutes on it. There will also be occasions when students are given exam questions and papers to prepare for assessments.

## Home learning Policy 2026-27

### Science KS3

The core home learning for Science at KS3 is accessed through the Sparx online platforms, ensuring that students consistently revisit, retrieve and practice what they have been taught in Science to help secure this learning in their long-term memory. Our core KS3 home learning offer is deliberately designed adapted to the students individual needs, automatically adjusting levels when needed.

### Science KS4

Science home learning at KS4 is set on the UpLearn Platform. Students will be set up to 1 hour of work a week on this platform, linked to what they have been learning, or have previously learnt, to consolidate this learning. There will also be occasions when students are given exam questions and papers to prepare for assessments. Please note, students who have chosen Triple Science as an option subject will have additional home learning on top of the core work set.

### Creative faculty KS3

**Dance, Drama, Music:** Weekly vocabulary quizzes via Forms (retrieval practice) with a focus on Tier 3 vocabulary, disciplinary literacy, oracy.

**Art:** Fortnightly video-based quizzes (Mati & Dada series) with a focus on Art history and AO1 knowledge.

**Textiles, DT and Food:** Will each provide termly research tasks on topics being covered in classwork.

### KS4

**Dance, Drama, Music, Performing Arts:** Ongoing research and feedback response tasks.

**Art:** Summer project to enhance portfolios.

**Food:** Regular coursework-based research and exam prep.

### KS5

**Performing Arts, Music, Art:** Weekly/fortnightly research, practice, and feedback response.

### Social Science KS5

|                                                                                                                |                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sociology, Psychology, Government and Politics and Criminology are all setting a home learning calendar</b> | The HL calendar will consist of compulsory flipped learning each week, then a choice of other pieces of home learning (retrieval tasks, revision checkpoints, application tasks, planning |
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## Home learning Policy 2026-27

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| <b>In sociology this will be reviewed every two weeks whilst all other subjects will be reviewing every 4 weeks.</b> | activities etc). The total amount from each HL calendar will be five hours per subject. |
| <b>Health and social care</b>                                                                                        | Booklets based on flip-learning and improving coursework                                |

### KS4

|                               |                                                                                                            |
|-------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Psychology</b>             | Booklet on current topic encouraging them to retrieve knowledge and apply it through use of exam questions |
| <b>Sociology</b>              | Flash card on key studies/ Planning essay questions/creating mind-maps and flip-learning                   |
| <b>Health and Social Care</b> | Flip-learning and focusing on improving coursework                                                         |
| <b>Child development</b>      | Flip-learning and focusing on improving coursework                                                         |

### Physical Education KS4 and KS5

Home learning tasks will be varied and aligned with the curriculum and assessment objectives. These may include:

- Written tasks, such as exam-style questions, essays, or structured notes.
- Flipped learning research activities, requiring students to explore topics in greater depth using a range of sources, e.g. watching a YouTube clip or specific sports fixture.
- Revision exercises, including the creation of mind maps, flashcards, quizzes, or summary sheets.
- Coursework development, such as planning, drafting, and refining coursework