CHS South

Home Learning Policy
C011

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Document Control

Title	C011 Home Learning Policy
Date	Feb 2024
Supersedes	N/A
Amendments	Developed from the associated Chorlton High School policy document
Related Policies/Guidance	A007 Digital Learning Policy C002 Assessment Policy C006 Curriculum Policy S013 Home School Agreement
Review	3 year
Author	C Knipe
Date consultation completed	
Date adopted by Governing Body	

Prospere Learning Trust *(Previously CHS Learning Trust and Piper Hill Learning Trust)* is a Multi Academy Trust. Registered in England and Wales - number 10872612
Registered Office: Piper Hill High School, Firbank Road, Wythenshawe, M23 2YS

The Prospere Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1. Rationale

"Homework is not an optional extra, but an essential part of a good education".
-1999 White Paper, Excellence in Schools

CHS South recognises that **Home Learning** is a key factor in supporting the 5-year learning journey for our students. Excellent learning habits such as organisation, prioritisation and practice enable students to be independent learners equipped for success in all they do.

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 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.

Not all home learning is completed 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 task at school.

2. Aims
Home learning enables students to:
- To take ownership and responsibility for learning.
- To consolidate and extend work covered in class or prepare for new learning activities.
- To show progress and understanding.
- To develop research skills.
- To have an opportunity for independent work to extend their learning further.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To access resources not available in the classroom.
- To share their learning with their parents and carers.

3. The nature of Home Learning
3.1   At CHS South there are three key parts to 'homework':
- Home Learning.
- Home Study.
- Home Reading.

3.2   **Home learning** is homework that is set by a class teacher and requires submission. CHS South set the majority of Home Learning tasks through online platforms which is available to all students and parents. The breakdown of provision is:
- Years 7, 8 and 9 (Key stage 3): Microsoft Teams is used in all subjects apart from; English, Mathematics, Science and MFL. In these subjects bedrock is used for English, Educake for

Science, Sparx for Mathematics and Language nut for MFL.
- Years 10 and 11: A combination of Microsoft Teams, Seneca, Sparx, Educake and past paper exam questions are used to supplement and assess the knowledge of the GCSE curriculum.

3.3 **Home Study** is preparation for tests and reflection and gap filling after tests. In the build up to our Progress Tests, Non-Examined Assessments (NEAs) or any Examinations; **Home Learning** becomes **Home Study** which is independent enquiry. This takes place during the second half term of each term.

3.4 **Home Reading**. We also encourage our students to devote time to **Home Reading** as this will give students a wider knowledge base and understanding of the world. We expect all of our students to read at least three times a week at home, however we would like to encourage them to read daily.

4. Home Learning Structure
Years 7, 8 & 9

English, Mathematics & Science, MFL: weekly.
All other subjects: online assignment or a written task/creative project minimum once a half term.

4.2 **Years 10 - 11**

Computing, English, Mathematics, MFL & Science: weekly
Option subjects: every two weeks

5. Reporting
Home Learning is reported through a **Home Learning Effort** grade. Staff are to use their professional judgement when assigning effort grades for written work. When using an online platform to issue & collect work, it is worth looking at submission rates, dates of submission, scores and number of attempts at a quiz, when making a teacher assessment. Scores fluctuate with ability so staff must differentiate accordingly.

6. Responsibilities
6.1 **The role of the student**
- To listen to home learning instructions in class.
- To regularly check online for home learning and home study that has been assigned.
- To build the routine for good home learning and home study as promoted by teachers.
- To ensure that work is completed to meet the deadline.
- To attempt all work and give their best.
- To read at least three times a week.
- To inform the class teacher of any difficulties.
- To attend Home Learning Club for computer access or teacher support when needed.

1.2 **The role of the class teacher**

- To promote good routines for good home learning and home study.
- To set home learning according to the policy, giving full and comprehensive instructions.
- To set deadlines for completed work and ensure that they are met.
- To mark and return all home learning tasks promptly when they are a significant piece of work.
- To provide revision lists and support work for Home Study.
- To monitor the completion of home learning tasks.
- To inform parents/carers and the pastoral team when a student is not meeting home learning or home study expectations.
- To offer catch up support or encourage the student to attend Home Learning club when appropriate.

7. <u>Monitoring and Review:</u>

The Senior Leader for Implementation is responsible for ensuring the day-to-day implementation of this policy. A representative from the school's Governing Body, who will report on a half termly basis to the full Governing Body, will monitor the implementation and effectiveness of this policy.