



Little Ilford School

HOME LEARNING POLICY

(INCLUDING REMOTE LEARNING)

RHD September 2024
Review date: September 2025

Little Ilford School

Home learning is an essential part of a student's education. It enables them to develop as individual and independent learners and allows them to foster our school values of courage, commitment and compassion within and across subjects.

Home learning will be set, checked and marked regularly in line with this policy and students will be encouraged to establish good home learning habits, in partnership with their parents/carers, form tutors and class teachers. Home learning will be set with learners' abilities and current progress in mind in order to maximise its impact. The quality of completion of home learning will form an important part of the child's overall academic progress. In this policy, you will find information about:

- Nature, Type and Length of home learning
- Responsibilities; Teachers, Parents, Students, CTLs, PALs and DPALs
- Circumstances for Remote Learning; owing to long-term Absence, owing to exclusion or owing to Covid-19 school closures.

Note of acronyms:

CTL- Curriculum Team Leader (Head of Department)

PAL- Pastoral Achievement Leader (Head of year)

DPAL- Deputy Pastoral Achievement Leader

SLT- Senior Leadership Team

NATURE, LENGTH & TYPE

Nature

Home learning will cater for all abilities and will be planned in line with the scheme of learning. It is an integral part of the lesson planning and will be supportive, stimulating and challenging. Home learning will be set on Satchel: One (Show My home learning) in the first instance, and copied to Google Classrooms so that students and parents can access it and contact teachers to ask questions if necessary.

Length

The length of the work set will vary according to the age of the student and the subject. An appropriate length of time should be spent completing the work set to ensure good quality work is produced, but the time home learning takes will differ from student to student.

In addition to work set by teachers, all students are expected to read for 20-40 minutes per night. Students should be encouraged to read fiction, non-fiction, audiobooks and newspapers; they should also be encouraged to watch the news.

Type

Home learning may take a variety of forms that address the key takeaway knowledge for the lesson, and/or the substantive and disciplinary knowledge of the unit of work being studied. These may include:

- Memorising
- Reading
- Research
- Knowledge consolidation and application
- Practical exercises

Students will be expected to take responsibility for planning the completion of their work and meeting deadlines to a high standard.

GUIDANCE, RESPONSIBILITIES AND RECORDING

Guidance and recording

KS3- Years 7, 8 and 9:

Home learning set should clearly outline how students will consolidate the substantive and takeaway knowledge of the curriculum. When setting home learning on Satchel, Teachers will indicate how long the home learning will take but the time it takes at home will differ from student to student. However, KS3 students should complete one focused consolidation task per week for each core subject and one focused consolidation task per fortnight for each non-core KS3 subject.

Please visit Appendix A to view some different types of [home learning tasks](#)

KS4- Years 10 and 11:

Home learning set should clearly outline how students will consolidate the substantive and takeaway knowledge of the curriculum. When setting home learning on Satchel, Teachers will indicate how long the home learning will take but the time it takes at home will differ from student to student. However, KS4 students should complete one focused consolidation task per week for each GCSE subject.

Responsibilities

Teachers

1. Teachers will always explain the task to students during lessons and specify what students need to do to be successful.

2. Teachers will always ensure that any home learning task set takes into consideration the profiles of SEND and EAL students so that all have access to the learning opportunities provided.
3. Teachers should ensure that students are aware that home learning has been set on Satchel, stating the task, an indication of the time it will take to complete, the purpose and due date for the home learning.
4. Teachers will ensure that home learning is appropriately checked and that feedback is given as appropriate. Please note that this doesn't necessarily mean students will receive grades for home learning.
5. Teachers will ensure that the home learning they set is compliant with the types listed above, ensuring that they do not set home learning that cannot be checked.
6. Teachers may want students to write a reminder in their student diaries but the expectation is that students use online platforms to check what home learning is and when it is due.
7. Teachers will usually give students a number of days to complete home learning (at least two nights), therefore enabling students to seek help from a teacher if they need it. This will further encourage students to manage their time effectively.
8. Teachers will ensure that students who arrive at school without their home learning are given a behaviour point and a reminder that it needs to be completed before the next lesson. Teachers will always offer further support to be able to complete the home learning; this might mean spending further time explaining the tasks, adapting the tasks or extending the timeframe for completion.
9. Teachers will ensure that students who have plagiarised from the internet or from another student or used AI will receive a sanction. In the case of plagiarism from another student, both will receive a BP for participation in plagiarism.
10. If a student arrives at school without their home learning for a second time, having already had one behaviour point, teachers will award another and provide any necessary additional support. Teachers should only award a maximum of two BPs for a single home learning but any further defiance around one home learning will require further sanction and the teacher will contact parents and outline the expectations before escalating the sanctions to the CTL and PAL.
11. Teachers will review students' performance in home learning each week and use the information to adapt lessons to incorporate any further support required by students.
12. Teachers will always ensure that students who make a considerable effort in their home learning are duly praised using the school's reward systems.

Parents

1. Parents should support their child in understanding the importance of independent study and create a shared understanding of how home learning is linked to student achievement.

2. Parents should ensure that their child reads for at least 20-40 minutes each evening, in order to support their overall learning.
3. Parents should ensure that they have all of the relevant logins and passwords for Satchel and parent mail so that they can double check any tasks set.
4. In the event of a child not completing their home learning, parent mail will be sent to parents to inform them of non-completion of home learning, including in incidents of plagiarism or the use of AI. Teachers will log the incident using the Satchel system.
5. Parents will understand that if their child fails to complete their home learning fully, in alignment with the teacher's explanations, this will amount to a behaviour point for incomplete HW. The outstanding home learning should be completed and submitted in the next lesson in order to avoid any further sanction.
6. Should a child receive a BP for not handing in/incomplete home learning, parents will support their child to complete the home learning before the next lesson.
7. Whenever possible, parents should provide a suitable place away from distractions, for their child to complete their work. The school library is open until 4pm every night to ensure students have a suitable place to study and to have access to books and computers, if needed.

Students

1. Students should make every effort to engage with the learning opportunities that home learning provides. We encourage students to see home learning as an opportunity to extend their learning, self-regulate their progress and broaden their horizons.
2. Students must take responsibility for checking Satchel and Google Classrooms to ensure that they understand what home learning they have, when it is due and when they will make time to complete it.
3. Students must take responsibility for visiting their teachers before the home learning is due if they do not understand how to complete it or if they have any questions regarding resources they may need.
4. Students should take time to complete home learning to the best of their ability. If students prefer to work at school, they should find time to visit home learning clubs at lunchtime or in the library after school.
5. If a student fails to complete their home learning to the expected standard in the expected timeframe as outlined by the teacher, students will receive a BP and detention on the following day. Students should then produce the home learning before the next lesson to avoid an additional BP for defiance.
6. If a student fails to complete home learning, receives a BP and completes a detention but still arrives at school without the original home learning in the next lesson, students will receive another BP and sit another detention. If this process continues after two failed submissions, the issue will be escalated to the CTL and PAL for further sanctions.
7. If it is determined that a student has used AI to create home learning that was set as a task for them to complete independently, for example in the

case of a translation from one language to another, this will be considered plagiarism and will result in a behaviour point and/or other sanctions.

8. Students should seek out any support for home learning from their form tutors, class teachers, DPALs, PALs and CTLs.

CTLs)

1. CTLs are responsible for monitoring and evaluating the quality of home learning set in their department.
2. CTLs will monitor which tasks have been set by teachers, ensuring that the tasks comply with the SOLs or the compulsory tasks. CTLs will address any discrepancies between the setting of home learnings within their teams.
3. CTLs will revisit the home learning tasks intermittently to ensure that they remain relevant to the students' learning and progress across the SOL.

Form Tutors

1. Form tutors will discuss with students in their form class about the importance of home learning and meeting deadlines.
2. Form tutors will keep records of which students might need to attend home learning club or library sessions in school.
3. Form tutors will support students to engage in their home learning if they are finding things difficult.

PALs and DPALs

1. PALs/DPALs will monitor the behaviour data around home learning to consider ongoing issues for recidivists.
2. PALs/DPALs will contact parents of recidivists regularly and work to support students for whom there are extenuating circumstances causing non-completion.
3. PALs/DPALs will work to ensure students are not falling behind on home learning and are able to avail themselves of the opportunity home learning provides.
4. PALs/DPALs will praise and reward students whose home learning is exemplary in terms of effort, improvement or achievement.

SLT

1. The SLT will ensure that CTLs and other leaders are monitoring the setting and sanctioning of HW.
2. The SLT will ensure that home learnings planned into schemes of learning continue to be appropriate and aligned with the quality assurance criteria.

3. The SLT will continue to ensure that home learning systems are being properly monitored, e.g. detentions and recidivists, interventions and adaptations of tasks to maximise student success.

CIRCUMSTANCES FOR REMOTE LEARNING

1. Remote learning owing to long-term or planned absence

If a student is absent from school owing to prolonged illness or arranged illness (e.g. to undertake medical surgery), parents should inform the year team in the first instance. The year team will coordinate with the safeguarding team, the AHT and DHT in charge of absence and other relevant healthcare teams to arrange a safe platform through which the student can learn remotely for the duration of their illness. The work may be set using online platforms such as Academy 21, Oak National Academy, BBC Bitesize, EdClass etc.

Parents should ensure that students are completing the work set whilst students are learning from home and that all tasks are submitted to the relevant teachers or via the learning platform.

2. Remote learning owing to exclusion

Students who are excluded are also required to work from home to complete tasks remotely. The work will be arranged with the AHT/DHT overseeing the exclusion. Parents must ensure that all work is completed before their child returns to school. More information about this can be found in the school's Exclusions Policy.

3. Remote learning owing to Covid-19

To find out more about the school's protocol and expectations for remote learning owing to Covid-19, please click [here](#).

Appendices

[Appendix A: Examples of Types of Home Learning](#)