

Home Learning Guide

KS3 Home Learning guidance

The purpose of home learning tasks being set is to:

- ▶ Strengthen recall of previous learning;
- ▶ Prepare for subsequent learning on a topic;
- ▶ Provide opportunities to enrich students' cultural capital;
- ▶ Build strong routines and proficiency in independent reading;
- ▶ Generate opportunities for creative exploration and personal development;
- ▶ Nurture the core value behaviour of commitment to study and self-development by adopting a growth mindset.

Feedback on Home Learning

- ▶ Students will receive feedback and recognition of effort on home learning task completion via the following methods:
- ▶ Test scores;
- ▶ Scores and diagnostic information on any online learning platforms used;
- ▶ Feedback messages on Synergy;
- ▶ Verbal feedback in class;
- ▶ A Student Metacognition Learning Profile (MLP) grade;
- ▶ Achievement points.

When feeding back on **written/typed home learning tasks**, teachers and students use the **STAR** approach and focus on:

- ▶ Task: advice on how a piece of writing can be improved with a focus on correction using the common notation system;
- ▶ Subject: inclusion of terminology, subject-specific use of tier 2 vocabulary, guidance on sentence development to achieve the correct form of writing (disciplinary writing);
- ▶ Self-regulation: planning, motivation, monitoring of writing progress, writing resilience.

The STAR Approach (guidance for teachers and students)

- S** – Meaningful praise for a strength in your knowledge or skill (teachers will give);
- T** – A target for improvement in your knowledge or skill (teachers will set);
- A** – An action you should take to meet the target set and improve your work (students will complete using the purple pen response);
- R** – Teachers will respond to your action by checking that any improvements made are correct (teachers to review and complete).

The **Purple Pen** response (guidance for students)

When responding to teacher feedback students are tasked with being **RADICAL** with their **purple pen** response (linked to progress):

- R** – Read all teacher feedback carefully;
- A** – Ask for help if you don't understand any part of your written feedback;
- D** – Decide which improvement you are going to make first;
- I** – Indicate which success criteria you are working on;
- C** – Colour of progress is purple - the pen is a really important part of your daily equipment;
- A** – Ask (if appropriate) a learning partner to look at your improvements and to give you honest feedback;
- L** – Link your improved work to teacher feedback by telling them what you have done and why.

What to expect

English, Maths and Science:

20 -30 minutes per week.

Spanish:

20 -30 minutes of vocabulary learning per week.

Geography and History:

Set at points appropriate to the learning.

Art, BPE*, Computing, Design Technology*, Drama*, Food Preparation & Nutrition*, Media Studies*, Music*, Personal Development and PE:

Set at points appropriate to the learning.

* These subjects may be included within a carousel across one or more year groups at KS3.

LHA Reading Scheme:

30 minutes per week on Reading Plus (Year 7 and 8 students).

30 minutes per week – '16 before 16' reading challenge (Year 9 students).