



Home Learning Policy

Committee	Standards and Achievement
Owner of Policy	Laura Preston
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THE HOME LEARNING POLICY

As an academy we believe in the importance of home learning in supporting and developing the work students do whilst here. Students' involvement in their learning does not stop at the academy gate. In order to achieve their full potential, students must be able to develop their knowledge and skills outside of academy hours. To achieve this home learning set should be challenging and engaging.

THE AIMS AND VALUES OF HOME LEARNING AT GOFFS ACADEMY

The aim of our home learning policy is to promote learning beyond the academy day as an essential part of good education. We believe that home learning not only reinforces classroom learning, it also helps young people to develop skills and attitudes that they need for successful lifelong learning.

We aim to –

- Create a will to work and learn at home as well as in the classroom
- Develop good independent working habits and skills
- Raise standards of achievement
- Involve parents/carers in their child's learning so that they understand why home learning is important and how they can help
- Establish a culture in which the routine and habitual completion of home learning becomes the norm

We will make every effort to combat disadvantage, for example considering the need for after school study support with access to resources. This includes, but is not limited to, Homework Club, access to the LRC and Cyber Cafés before and after school and at break and lunch, as well as bespoke support from departments based on specific tasks or work set as required.

TYPES OF HOME LEARNING

Home learning can be set for different reasons and to fulfil different purposes. This can depend on the nature of the subject or the functions of the home learning itself:

Tasks set for one home learning slot

These may include home learning based on:

- Re-enforcing or embedding skills or knowledge learnt in class
- Further development of skills practised in class
- Extra knowledge or skills or 'outside reading' in order to develop a topic more fully than is possible within the constraints of a lesson
- Pre-preparation for lessons – this may include reading up on a subject or text, or completing a section of a textbook or worksheet, that prepares a student so that learning can be developed at a greater pace in the lesson itself – this may be referred to as '**Flipped Learning**'

Extended Home Learning

This type of home learning will typically be set across a number of home learning slots. It will often develop the skills related to independent learning and requires more time and research. It may include:

- Assignments which may be long term or completed in a series of steps which develop independent learning skills such as research, analysis and presentation
- Project-based learning which may be highly personalised to individual students

E-LEARNING

Students may routinely be set pieces of home learning that are required to be completed online. These may be from web-based resources, such as Doodle, Hegarty Maths, Tassomai etc. Some may be self-marking tasks, quizzes or assessments, and others may require the student to submit their work online for the teacher to assess. Generally, unless there are specific circumstances, E-Learning should be set in conjunction with written home learning over the course of a year in each subject.

ROLES AND RESPONSIBILITIES OF STAFF, GOVERNORS, STUDENT AND PARENTS

The *Senior Leadership Team* will ensure that home learning is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the students, taking into account special educational needs
- coordinated in order to be manageable for children on a daily basis
- informed by DFE guidance about time commitments
- assessed in line with the marking policy and that high quality feedback is given to students

Heads of Department will ensure, through regular monitoring of the online home learning platform and via student voice and work sampling, that home learning is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning for the subject
- set and marked in line with the marking policy, with appropriately differentiated tasks, and that high quality feedback is given to students
- appropriate to the age, ability and circumstances of the students, taking into account special educational needs
- coordinated in order to be manageable for children on a daily basis

Directors of Learning will ensure through regular monitoring of the online home learning platform and via student voice and work sampling that:

- home learning is set and marked in line with the marking policy
- tasks are differentiated and well structured
- students understand the purpose of the home learning tasks
- it is clear to students how their home learning consolidates and extends the work they are doing in school

Teachers will ensure that:

- home learning is set and marked in line with the marking policy and that high quality feedback is given to students
- tasks are differentiated and well structured
- students understand the purpose of the home learning tasks
- it is clear to students how their home learning consolidates and extends the work they are doing in school

Students will be required to ensure their understanding of tasks set in a lesson and demonstrate a commitment to spending an allocated time completing the tasks set to a good standard and by the deadline set.

Parents will encourage students and monitor home learning set via the online platform, and inform their child's teacher if an issue arises.

Goffs Academy

Home Learning Guidelines

KS3 (Year 7-8)

Students should receive **up to 2 hours** a day of home learning tasks, according to the following guidelines:

Maths, English, Science, History, Geography, French, Spanish: Approx. 1 hour per week

Drama, Computing, Music, Religious Studies, Technology: Approx. 1 hour per fortnight

KS4 (Year 9-11)

Students should receive up to **2-3 hours** a day of home learning tasks (although this may be higher when approaching coursework deadlines or exam periods), according to the following guidelines:

Maths, English, Science: up to 3 hours per fortnight

ICT and all option blocks: 1 or more hours per week

KS5 (Year 12-13)

Students should complete a *minimum* of **1 hour of study** for each hour lesson completed (which may be set by the teacher as extended tasks on a weekly basis).

PLEASE NOTE THAT ALL HOME LEARNING WILL BE SET VIA THE DODDLE ONLINE PLATFORM.