Home Learning Policy

Hampton Gardens

Policy last reviewed:	**June 2025**
Next review due:	**June 2028**
Member of staff responsible:	**Mrs Emma Larsen**
Ratified by:	**Hampton Gardens Local Governing Body**

HAMPTON GARDENS: HOME LEARNING POLICY

1. RATIONALE

1.1 "Homework is not an optional extra, but an essential part of a good education." - *1999 White Paper, Excellence in Schools.* The importance of homework is further reinforced by the studies of the Education Endowment Foundation who found secondary school students who completed homework regularly made an additional 5 months progress a year (Education Endowment, *'Homework'*, 2021)

1.2 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.

1.3 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 task at school.

1.4 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.

2. THE VALUE OF HOME LEARNING

2.1 Home learning has the most positive impact on student learning when:

- It is done by the student to the best of their ability.
- Students have a quiet, designated place at home to complete homework.
- Students develop a routine for completing homework at home.
- Parents are supportive and encouraging.
- Teachers plan for home learning as an integral part of the student learning experience. Setting long, tedious home learning does not improve student learning

2.2 How home learning supports learning and development:

- Supports classroom practice enabling students to consolidate and extend learning.
- Enables students to practice skills learnt in the classroom and so deeply embed knowledge.
- Allows students to prepare for new learning activities.
- Allows students to access resources not available in the classroom.
- Promotes personal and independent research skills.
- Allows for differentiation where more able students extend their learning.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- Encourages key behavioural skills such as self-reliance, time management and personal organisation.
- Allows for the testing of knowledge and the practicing of techniques pertinent to criteria for assessment in examinations.
- Engage parental co-operation and support.
- Create channels for home school dialogue.

3. SETTING AND MARKING OF HOME LEARNING

When setting home learning the following recommendations from the Education Endowment Research, *'Homework'*, 2021 should be considered:

- Ensure the quality of homework is promoted over quantity of homework
- Use well-designed tasks that are linked to classroom learning.
- Clearly set out the aims of homework to pupils.
- Understand and address any barriers to completion, such as access to a learning device or resources.
- Explicitly teach independent learning strategies.
- Provide high-quality feedback to improve pupil learning.
- Monitor the impact homework on pupil engagement, progress and attainment.

4. EXPECTATIONS:

- Home learning will be set regularly- please see the guidance of how much a student should be completing in each year group for each subject.
- Home learning should not be set to be completed over night.
- Home learning must be planned for as an integral part of student learning. High quality, coordinated, interesting and well planned home learning will support student achievement.
- Home learning must be purposeful, realistic, meaningful and appropriately challenging for all students.
- Clear deadlines for completion must be provided by the teacher at the time the homework is set and recorded on 'Microsoft Teams'
- Home learning will be marked, assessed and feedback will be provided to the students in line with the School's Assessment, Recording and Reporting policy.
- During Key Stage 3, Independent Study will also make up part of the student's home learning allocation. During this time students should engage with personal learning to enhance, support and extend their own learning.
- Independent reading is a key aspect of independent study which students are encouraged to undertake as part of their home learning. This is to ensure students are equipped with the literacy and vocabulary necessary to achieve their aspirations at each stage and have the skills required in the workplace or University.
- All staff will embed opportunities for students to develop their vocabulary and spelling in home learning and ensure that reading skills mature and are supported. This will give students opportunities to learn spellings and definitions of key academic vocabulary.
- Independent revision is an important skill and should be a key part of home-learning throughout all Key Stages. Students will be given guidance on how best to revise for different tests and examinations, but this could include attending extra sessions, watching a video on YouTube or creating a revision booklet.
- At KS3 teachers may choose to set extended projects over a number of weeks. These projects are to encourage students to organise their time in preparation for more independent study and coursework at KS4

5. HOME LEARNING TASKS

5.1 WHAT MIGHT HOMEWORK LOOK LIKE?

Home learning can be but not limited to:

- Retrieval practice of prior learning
- Practice of previous learning to embed skill
- Preparation for future learning including reading and videos with questions connected to future content and concepts.
- Extension of in class learning to deepen knowledge, understanding and/or skill.
- Quizzes, such as multiple choice to check, retrieve and embed prior learning
- Learning key vocabulary and definitions to improve literacy
- Revision and examination preparation including but not limited to creating and testing memory using flashcards, mind maps, and digital platforms
- Independent learning including the use of digital platforms such as Century, BBC Bitesize, Seneca
- Consolidation of work in class
- Completion of coursework assignments
- Research
- Reading
- Interviews
- Drawing
- Using ICT
- Recording
- Preparing resources to be used in a future lesson such as materials needed for practical technology lessons
- Rehearsal of performance

5.2 HOW MUCH AND BY WHOM?

5.2.1 The ethos towards the quantity and length of homework expected at Hampton Gardens is based on educational and scientific research such as the Education Endowment Foundation who state *"the quality of the task set appears to be more important than the quantity of work required from the pupil."* Instead they emphasise ensuring the value of *"homework relates to learning during normal school time … (that is)… an integral part of learning, rather than an add-on."* Reflective of this, homework length is determined by the nature and the range of the task required at the time to facilitate the learning required to support the curriculum at that point. This could include shorter homeworks of quizzes, such as multiple choice to check, retrieve and embed prior learning and longer homework requiring research and essay writing to develop exam technique. *(Education Endowment, 'Homework' 2021).*

5.2.2 At Hampton Gardens we recognise not all students, including those with special educational needs, will produce the same amount of work in the time frame given and reasonable adjustments will be made to support students.

Key Stage 3

Key Stage 3	Time per week/ fortnight
Subject	Depending on the nature and range of the task home learning should take between 15-30 minutes per subject.
English (weekly)	
Maths (weekly)	
Science (weekly)	
MFL	
Geography	
History	
ICT/ Computing	
RE	

There will be no official home learning set for PD, PE, Music, Drama, Art or Technology. However, students should be aware of the following opportunities in these subjects and utilise their time after school and weekends to develop their skills and knowledge in these subjects.

5.3 ADDITIONAL GUIDANCE

5.3.1 Music

In Music, students are strongly encouraged to take advantage of the department's vast extracurricular provision which is open to all students and ranges from a variety of staff-led ensembles and peripatetic music lessons to use of the bookable practice rooms and classroom facilities (instruments and PCs). Many students rehearse in the music department during lunchtime and after school. Participation in Hampton Gardens music ensembles is heavily encouraged by the music department, as is independent practice when facilities are available. Rehearsal in groups, as an individual and at home or in school is considered home learning in music.

5.3.2 Drama

The Drama Department offers a range of extra-curricular opportunities to enable students to develop and hone the Drama skills covered within the curriculum. There are opportunities to participate in 'Spotlight' on a weekly basis and a yearly whole school production which is open and accessible for all students who are interested in performance, design and the technical aspects of theatre production. Students are encouraged to showcase their work at celebration evenings throughout the year, such as the Christmas concert and Performing Arts combined showcases.

In addition, outside of school students are also encouraged to follow the PREP guidance document available to students on the school website. PREP is designed to encourage all students in KS3 to develop their Independent Learning Skills within the strands of Preparation, Revision, Extension and Play. Prep guidance gives examples of independent tasks to support the learning taking place within the curriculum, linked to key assessment

points. Throughout KS3 there are pivotal moments where the understanding and development of performance skills are assessed and through the Drama Department's open door policy at breaks and lunchtime students are encouraged to rehearse and polish their classwork.

5.3.3PE

In PE your child will formally take part in two lessons per week that last an hour each. In that time, they will take part in a range of individual and team games, individual activities and physical and health promoting exercise. These may include types of invasion, net and striking games, athletics, cheerleading, dance, gymnastic or health and fitness related activities. The aim is to develop your child's skills and the application of these skills in more competitive and challenging scenarios and events, as well as improving their general health and wellbeing.

In addition to the 2 hours of formal PE lessons per week the PE department also offer a broad and balanced range of extra – curricular activities for the students that are reviewed each half term.

As per Government recommendations you can encourage your child to be active for at least 60 minutes per day. This could be through participating in organised and competitive team and individual sports and fitness type activities, such as the local football or rugby team, going to organised Dance and Gymnastic groups in the local area or even to community fitness classes. This could also be a recreational activity such as cycling or walking in the local area or to school and could even include playing sports and games with their friends or family at the park.

5.3.4Art and Technology

The Art and Technology Departments have an array of extra-curricular provision allowing students to access a variety of materials and equipment. Key Stage 3 clubs run after school and at lunchtime. Key Stages 4 and 5 are welcome after school and there is an open-door policy at set lunchtimes for students to work on coursework projects. Students are encouraged to undertake independent study of the artists, designers and genres of their choice using website links to galleries and project tasks available on the school website. There is a wealth of local Art, Artists, Designers and organisations offering young people opportunities to visit local Galleries, Studios and Sculpture Parks, students are encouraged to explore these opportunities to develop their artistic knowledge and skill.

Key Stage 4

Each curriculum area sets the following amount each week.

Key Stage 4	Time per week
Subject	Depending on the nature and range of the task home learning should take between 30-45 minutes per subject, per week. This includes undertaking independent revision and coursework completion required for success in their GCSEs and BTEC awards.
English	
Maths	
Biology	
Chemistry	
Physics	
Option Subjects	

PD home learning will be set as necessary and may take the form of a topic based approach.

There will be no home learning for Core PE.

Key Stage 5

Each student will be set home learning and be expected to carry out their own personal study which will amount to the equivalent of at least four hours per subject per week.

This is decided by each department area in collaboration with the Senior Leader with responsibility for Curriculum on completion of the school timetable.

6. PROCEDURE REGARDING CONCERNS OVER ENGAGEMENT OR HOME LEARNING COMPLETION

When home learning is not completed, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then the following sanctions should be used:

- English and Maths- discussion with student and missed homework recorded on Bromcom. Students will automatically be allocated a same day (or next day) lunchtime detention to allow them to complete the home learning.
- Class teacher - discussion and negotiation with student, recorded on Bromcom to inform parents, Head of Department, Form Tutor, Head of Year.
- Head of Department - discussion and negotiation with referred student, and recorded on Bromcom. Communication with parents and detention if necessary and an ongoing problem.
- Tutors - identifying students with homework problems across several curriculum areas and refers to Head of Year. Head of Year discusses and negotiates with student, applies sanction or support where appropriate.

- If there are repeated incidents of failure to complete homework in one week without good reason, a whole school centralised detention may be set.
- If a parent is concerned over any aspect of home learning, they are encouraged to contact the school immediately either by phone call or by email.
- Quality assurance for home learning will be monitored by Curriculum Leaders and other school leaders as part of on-going work scrutiny and quality assurance measures.

7. INCENTIVES

High quality home learning and a good work ethos should be sensitively praised in class. Where appropriate, home learning should be included in display work. Rewards for achievement and sustained effort may be awarded for good home learning. For exceptional pieces of home learning, a department letter or postcard may be sent home.

8. RESPONSIBILITIES

8.1 The role of the student

- To listen to home learning instructions in class.
- To either copy down instructions for the task and deadline date into the student planner or regularly check 'Microsoft Teams' for home learning posted.
- To ensure that home learning is completed and handed in to meet the deadline.
- To attempt all work and give their best.
- To inform the class teacher of any difficulties.

8.2 The role of the Form Tutor

- To include home learning in discussions with students where appropriate.

8.3 The role of the Class Teacher

- Set home learning on 'Microsoft Teams' and record non-completion of homework on 'Bromcom'.
- Ensure the home learning task is relevant to the child's ability, individual needs and provide support if necessary.
- Provide the stimulus.
- Give full and comprehensive instructions.
- Set deadlines for completed work and ensure that they are met.
- Mark and return all home learning promptly.
- Provide help and support.
- Inform the Head of Department, Tutor and Head of Year, as appropriate, when problems arise.

8.4 The role of the Head of Department

- To seek to enhance the quality of homework set.
- To monitor and evaluate home learning set.

8.5 The role of Parents

The role of the parent is crucial if a child is to gain success from home learning. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with the student when home learning is to be done as a student's free play is important too.
- Checking the time spent on individual tasks.
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under pressure.
- Checking presentation and content of all home learning being returned to school.
- Checking the home learning set on your child's 'Team' page
- Providing the school with information about any problems via telephone or email.

APPROVED BY GOVERNORS:

		25 June 2025
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SIGNATURE	**NAME**	**DATE**

APPENDIX A

a) Procedures for Non-Completion of Homework

Homework should be seen as the norm within the school and students will be expected to complete this regularly and to the best of their ability.

Homework assignments should not be given out in a punitive manner.

As far as possible, students should feel that homework is closely related to the work they are engaged in within school and is relevant to their own understanding of their needs. This may mean for some students in some subjects that they should be set different homework assignments from the rest of the group so that they have a chance to overcome some of their weaknesses or extend their capabilities in certain areas. As always, encouragement and praise for genuine efforts should be generous. Mere token efforts should be exposed as such and the futility implied in that kind of work made clear.

If homework is not completed, it should be recorded on Bromcom so it can be communicated with parents, monitored and appropriate sanctions applied. Genuine problems should be dealt with sympathetically.

If the problem is repeated then suitable sanctions may be applied, for example detention, informing parents of the problem by Bromcom, a telephone call, email or by department report. By recording failure to complete homework on Bromcom repeated failure to complete homework will be recorded and Form Tutors are able to identify persistent offenders across a number of subjects. Form Tutors should then inform parents and inform the Head of Year. If the problem persists the Head of Year will co-ordinate further action to remedy the problem.

b) Use of homework for coursework completion

In Years 10, 11, 12 and 13 students will need to complete coursework in many subjects. This may replace homework at key times of the year. The coursework tasks need to be carefully defined in the same way that homework is set whilst following the exam board regulations.