

## MINSTHORPE COMMUNITY COLLEGE

### HOME LEARNING POLICY

Home learning is an invaluable opportunity for students to continue their learning outside of the timetabled curriculum. When home learning tasks are set and completed effectively, it becomes a crucial way of raising standards in achievement and attainment, encouraging young people to develop a positive attitude to learning that they will carry with them for the rest of their life.

All students at Minsthorpe will have access and entitlement to home learning. Teachers are encouraged to set a variety of tasks in order to stimulate student interest, such as learning and revising, reading and research, finishing and writing up and extending class work and/or coursework and working with new technologies. Teachers should ensure that work is suited to the needs and ability of the students. Appreciation of any learning difficulties or home problems which students may be experiencing are necessary. Once tasks are set it is important that teachers check that home learning has been completed **as soon as possible after the hand in date. This will enable sanctions to be followed up where necessary within a week.**

The foundations of effective home learning practices should be established from Day 1 in Year 7 and develop progressively across the Key Stages through to Year 13.

#### **THE PURPOSES OF HOME LEARNING FOR STUDENTS:**

- allows practice and consolidation of work done in class
- allows preparation for future class work and for examinations
- offers access to resources not available in the College
- motivates and challenges students to use other learning resources, such as libraries and new technology, particularly Firefly
- provides opportunities to develop individualised work, independent learning and research skills in project work
- allows for the assessment of students' progress
- trains students in becoming independent learners and develops skills such as self and time management and in making use of their Progress and Achievement Planner
- encouraging students to be responsible for their own learning
- provides opportunities for parental co-operation and support.

#### **THE PURPOSES OF HOME LEARNING FOR STAFF:**

- gives opportunity for staff to assess individual work
- informs future planning and teaching
- provides an opportunity to demonstrate student strengths and areas for development to feedback to the student and parent/carer

#### **THE PURPOSES OF HOME LEARNING FOR PARENTS / CARERS:**

- gives an opportunity to engage with and support their child's learning within each different subject area and to review progress

## HOME LEARNING IN CURRICULUM AREAS

Each Curriculum Area has a policy relating to home learning. The policy should detail when each class/year group should be set home learning, for how long and different types of home learning and how this fits within the assessment pattern of the subject. This will differ according to the subject area. Some Curriculum Areas will set home learning each week or fortnightly, whereas others may set more project based home learning, once every half term as an extended study. In any case, it is important that students are engaged regularly in home learning within EACH subject area on a regular basis.

The aims and detail of each Curriculum Area policy should be known by all staff teaching in that Curriculum Area. Home learning will remain high on the agenda during the CA quality assurance process performed each term.

It is the responsibility of the Curriculum Team Leaders to ensure that home learning is set and adheres to the following criteria.

- Home learning should be integral to the scheme of work developing the scheme and enhancing its variety.
- Home learning should be purposeful.
- It should be differentiated to allow all students access to appropriate areas of the curriculum ensuring that no child is left behind.
- Assistance and advice should be sought from Specialist Support wherever appropriate.
- It should include tasks designed to encourage independence and self-motivation.
- Student access to resources should be considered in the design and allocation of home learning tasks, in particular, the use of new technologies and Firefly.
- Subject teachers should ensure that home learning set is recorded in planners with a clear date for hand in
- Students should get regular feedback on the quality of home learning and where possible this should form a part of the discussion with parents/carers about effort and progress within a subject
- Students should be encouraged to review work done to date as part of their home learning and embed reflections as per the college marking policy
- Appreciation should be shown during examination periods; however home learning should be set and recorded where revision is necessary. It is expected that students will be revising but this should be explicit and measurable to ensure this is completed and for consistency.
- Each Curriculum Area should plan and offer curriculum home learning support sessions where necessary or direct students to other support sessions outside of their Curriculum Area, such as the Library Learning Centre or Specialist Support
- Each Curriculum Area should reward students for good effort or achievement in home learning, just as class learning is rewarded as per college policy
- Each Curriculum Area should sanction students for non-completion of expected home learning. An opportunity to hand in home learning should be given once, and after discussion about why it has not been completed within a tight timescale – eg the next morning or lesson. If home learning is still not completed, a CA detention should normally be set unless there are exceptional circumstances. The work should still be completed unless this task becomes superfluous after the missed learning opportunity.
- Teachers should keep a record of missing home learning so it can be shared with CCTLs and parents as well as CTLs.
- It is essential that we are rigorous and consistent in following up home learning if we want students to become more effective independent learners therefore it is crucial that we address and act on those times when students don't meet deadlines

**Roles and responsibility of students (please refer to SEN guidelines for students also):**

- To write down tasks and deadlines in their planners
- To submit home learning tasks on or before the deadline set to the best of their ability
- To catch up with home learning tasks when absent, and if relevant, so learning and progress are not missed or compromised
- Problems with home learning should be resolved before the deadline. If necessary, students should see the member of staff concerned for help.

**Role and responsibilities of Parent/Carer:**

- Parents/carers are asked to support home learning by taking an active interest in their child's work and provide a reasonable place where students can work, or encourage them to make use of the college facilities.
- Parents/carers should encourage students to meet deadlines and check planners for work set and deadlines in order to help this process
- If parents/carers feel that insufficient or too much home learning is being set, they should contact the teacher / CTL / CCTL who will investigate the situation

**THE ROLE OF THE PASTORAL TEAM**

It is essential that the amount, regularity and quality of home learning can be monitored. The initial process and responsibility should lie in the Curriculum Areas. However, the Cross Curriculum Team Leaders will support Curriculum Areas for persistent lack of completion of home learning, including coursework.

**HOME LEARNING FOR SEN STUDENTS**

The Home Learning Policy for the College allows Curriculum Areas discretion in the provision of home learning for all students. It is important to bear in mind the nature and timing of home learning for SEN students. Students with SEN may have difficulties regarding home learning. Teachers should ensure that work is differentiated for their level. Teaching Assistants can assist in ensuring that students make an accurate record of home learning in their planner. Failure to complete differentiated home learning should be referred to Specialist Support as well as sanctioned. They will advise as to appropriate sanctions or support. Parents/carers will be contacted regarding support for home learning which will include working in Specialist Support for After College Activity Club, where help with home learning is available.

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