

Home Learning Policy

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Importance of Home Learning

Research demonstrates that assigning home learning to secondary school pupils positively influences their learning. However, the extent of this impact can vary significantly, indicating that the effectiveness of home learning largely depends on how it is administered. Home learning tends to be most effective when it is structured and targeted, such as a project or a specific task that directly relates to a particular aspect of learning. In these instances, some studies have shown a substantial improvement in pupil achievement. Conversely, the benefits may be less pronounced when home learning tasks are too repetitive or set without purpose.

Moreover, evidence suggests that home learning should be closely integrated with classroom learning. The most effective home learning tasks are those that are seamlessly incorporated into the overall educational process, rather than being treated as an additional, isolated task. To maximise the positive impact, it is also essential that pupils' efforts are recognised, and feedback is offered when appropriate.

Educational studies further indicate that the optimal amount of home learning is between 1 and 2 hours per school day, with older pupils potentially requiring slightly more time.

Why should pupils complete home learning?

- Research suggests that pupils make more academic progress if they regularly complete home learning tasks. The Department of Education has found that a 14-year-old pupil, who spends approximately 2 hours on home learning per night, is 10 times more likely to achieve at least five or more grade 4 qualifications than a pupil who does not. Moreover, the Education Endowment Fund concluded that the regular completion of home learning at secondary school equates to five months of additional learning.
- It offers teachers the opportunity to plan a range of different teaching activities that our pupils can engage in, providing them with more diverse evidence of pupils' progress and achievement.
- Pupils can prepare for lessons in advance, as part of their home learning, allowing teaching staff more time in lesson to focus on developing higher order thinking skills and/or collaborative activities.
- Home learning encourages pupils to develop independent study habits and support the development of time management skills which they will need for both academic success, but also success in later life.
- It fosters a stronger learning partnership between pupils, teachers and parents/carers.

Home Learning at Woodlands

The home learning provision at Woodlands consists of two separate strands which all pupils are expected to engage in.

1. **RAW (Retrieval At Woodlands)** tasks which builds cumulative knowledge and support memory retrieval. *This has been designed in collaboration with Tassomai.*
2. **RAPID Progress** tasks which encourage pupils to use and apply the knowledge they have learnt thus consolidated their learning and exercising higher order thinking skills.

RAW Home Learning (in collaboration with Tassomai)

RAW Home Learning has been designed in collaboration with Tassomai which is an online cross-curricular quizzing programme, accessed via the Tassomai app, which aims to support long term memory retrieval. This home learning provision is effective for the following reasons:

- It is personalised-The algorithm behind the app works to identify areas of weakness for individual pupils and targets pupils with questions to address gaps in understanding. No two pupils will receive the same set of questions and so it is tailored to individual needs.
- It is interleaved-The diet of questions pupils are targeted with covers everything learnt, and not just information delivered recently, thus preventing knowledge being lost.
- It is based on the principles of 'spaced retrieval'- The algorithm targets questions at spaced intervals, based on science, to prevent the 'forgetting curve' (this suggests that knowledge is forgotten if not retested so many times in a certain time period).

Pupils will have three daily targets every day (Monday to Friday), one per bucket (they will receive questions from a range of subjects within each bucket):

- Bucket 1**- Maths, English
- Bucket 2**- Science, Humanities, MFL
- Bucket 3**- Creative Arts, Technology, Athletic Performance

Pupils will need to achieve 50 points in each bucket to successfully achieve their target and they will earn points for successfully answering questions.

RAPID Progress Home Learning

Pupils will be set subject specific RAPID Progress home learning tasks which support the development of different key thinking skills. Home learning tasks will ask pupils to do one of the following:

Revise or rehearse- Pupils may be asked to recall knowledge or repeat skills.

Apply-Pupils may be asked to select and apply their collective understanding of the subject to complex/multi-step problems/questions.

Prepare- Pupils may be asked to conduct some reading/research to prepare them for a lesson.

Improve- Pupils may be asked to improve or redraft a piece of previously completed work.

Design- Pupils may be asked to demonstrate their understanding by designing a creative piece.

Understandably, certain activities will suit certain subjects more than others, but the hope is that pupils will be set a varied diet of home learning activities across the many subjects they study.

RAPID Progress Home Learning Setting Practice

Home learning activities will be set on SatchelOne, and details of the task will be given alongside the kind of RAPID Progress task being set. Given that SatchelOne can be accessed by both pupils and parents/carers, this will ensure all stakeholders are aware of the purpose and details of different home learning tasks.

Given that RAPID Progress home learning tasks should be meaningful and support the teaching of the curriculum, subjects will not be given a specific day on which to set home learning however teachers will allow **7 days for completion**. Pupils will therefore be able to organise their time accordingly to ensure all required pieces are completed over a seven-day period. Some pupils may wish to complete two pieces a night (Monday-Friday) whilst others may choose to use some of their weekend. We appreciate pupils have other commitments and support them in engaging with interests outside of school, so this programme offers pupils flexibility and teaches them the important skills of time management. It is important that both parents/carers and teachers encourage the pupils to seek support if they are finding it difficult to balance everything. Staff are available to help them plan personalised home learning timetables if required, helping them to develop important study skills.

The tables below provide a guideline for the amount of time/how many pieces of RAPID Progress home learning should be set per subject per week with guidance of how long each piece should take. This serves as a reference for subject teachers, though it's acknowledged that it may be challenging to estimate exactly how long it will take each pupil to complete the work. Teachers should communicate their expectations regarding the duration of the task to pupils and encourage feedback once the task is completed. This guideline also applies to pupils and parents/carers; if a task takes significantly longer than the suggested time, they should inform the teacher. Parents/carers are advised to email the subject teacher if they feel the task is taking too long and cannot be completed by the deadline and staff will provide additional support.

If a teacher anticipates that a task will require more time than the allocated duration, they should clearly inform pupils that the home learning may account for more than one piece of home learning, and this will be explained on SatchelOne.

Year 7, 8 and 9

It is the expectation that in Year 7, 8 and 9 no one piece of home learning should take more than 30 minutes.* Please see below how many pieces will be set per subject per week according to the pathway followed:

Year 7 and 8 Red Pathway

Subject	Number of pieces set per week (to take a maximum of 30 mins)
Maths	2
English	1
Science	1
History	1
Geography	1
MFL (Pupils in Year 7 follow two languages and so they will be set on alternative weeks)	1
Technology (Pupils will be set Product Design, IT and Food on a three-weekly basis)	1
Creative Arts (Pupils will be set Drama, Music, and Art on a three-weekly basis)	1
AROE, CRE, Wellbeing Activity (Pupils will be set these on a three-weekly basis)	1

Year 7 and 8 Blue Pathway

Subject	Number of pieces set per week (to take a maximum of 30 mins)
Maths	2
English	1
Science	1
History/ Geography/MFL (three-week rotation)	1
Technology (Pupils will be set Product Design, IT and Food on a three-weekly basis)	1
Creative Arts (Pupils will be set Drama, Music, and Art on a three-weekly basis)	1
AROE, CRE, Wellbeing Activity (Pupils will be set these on a three-weekly basis)	1

Year 9 Red Pathway

Subject	Number of pieces set per week (to take a maximum of 30 mins)*
Maths	2
English	1**
Science	2
Humanities	1
MFL	1
Option A	1
Option B	1
AROE, CRE, Wellbeing Activity (Pupils will be set these on a three-weekly basis)	1**

Year 9 Blue Pathway

Subject	Number of pieces set per week (to take a maximum of 30 mins)*
Maths	2
English	1**
Science	2
Option A	1
Option B	1
AROE, CRE, Wellbeing Activity (Pupils will be set these on a three-weekly basis)	1**

* In order to prepare pupils for the move to Year 10, as of Easter home learning tasks will take approximately 45 mins per piece. This is in line with the home learning expectations for Year 10 and 11.

** As of the Spring term, pupils will no longer be set a piece of AROE/CRE/Wellbeing home learning per week but will instead be set another piece in English.

Year 10 and 11

It is the expectation that in Year 10 and 11, no one piece of home learning should take more than 45 minutes. Please see below how many pieces will be set per subject per week according to the pathway followed:

Year 10 and 11 Red Pathway

Subject	Amount of 45 min pieces set per week
Maths	2
English	2
Science	2
Humanities	1
MFL	1
Option A	1
Option B	1

Year 10 and 11 Purple Pathway

Subject	Amount of 45 min pieces set per week
Maths	2
English	2
Science	2
Humanities***	1
MFL***	1
Option A	1
Option B	1
Option C	1

***Pupils may have dropped this subject to join the Purple Pathway. They will instead be set a piece of Home Learning per week in Option C which will be the course they will have started in Year 10.

Year 10 and 11 Blue Pathway

Subject	Amount of 45 min pieces set per week
Maths	2
English	2
Science	2
Option A	1
Option B	1
Option C	1

Feedback

Staff at Woodlands adhere to a Feedback policy which dictates how many pieces of written feedback they offer each half term. This differs subject to subject depending on the amount of allocated timetable hours. It is the expectation that staff **recognise** the completion of home learning however it is not the expectation that written feedback is offered for every piece of home learning. Teaching staff will select the most meaningful pieces on which to offer feedback which could be either a piece of class work or home learning.


Sanctions

It is the school's expectation that home learning tasks are completed. Staff will be checking for completion and both rewarding/sanctioning accordingly following our normal school policies. Pupils will be rewarded using the schools praise system. Please see below details of the sanctions should pupils chose not to engage with home learning (this applies per piece of home learning set):

Type of home learning	Sanction
RAW Home Learning (Tassomai)	30 minute RAW Support session (next day). Pupils will be asked to complete their daily goals and bonus goals. They will be dismissed as soon as they can evidence this. The detention will end after 30 minutes.
RAPID Progress	30 minute detention. This is the standard whole school detention and pupils will remain for the full duration of the sanction.

*Failure to attend will result in escalated sanctions.

We ask parents/carers to ensure that if pupils are struggling or are unsure about any home learning tasks, they contact their subject teacher. Staff can be contacted via their school email or pupils can opt to go and speak to staff at an appropriate time in the school day. We would really appreciate parental support in encouraging pupils to be proactive in dealing with home learning issues and take ownership thus fostering important skills that they will need later in life.

Signed: 
Head Teacher

Dated: 8th December 2025

Signed: 
Vice Chair of Governors

Dated: 8th December 2025