

Home Learning Policy

Amended: February 2024

Approved by Governors: March 2024

Review date: February 2025

Reviewing Panel: Standards, Staffing and Curriculum

Home Learning Policy

The aims of Woodlands School are:

- to encourage every pupil to be aspirational
- to develop resilience in all stakeholders
- to create opportunities for all individuals to succeed
- to ensure excellence

To achieve our aims we must:

- Ensure all are engaged in well-researched home learning set and completed by everyone consistently, staff and pupils alike.
- Provide opportunity and access to major areas of learning and experience, including aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological;
- Encourage pupils in their learning through active learning, differentiated teaching, effective assessment, feedback and target setting;
- Enable pupils to develop the skills needed to learn and achieve, including oracy, literacy, numeracy, information technology, problem solving, collaboration, negotiation, self-assessment, critical reasoning and independent learning;
- Extend pupils fully by encouraging perseverance and aiming for maximum success and excellence in all things, especially public examinations, and by continually monitoring their progress;
- Support pupils in developing a sense of right and wrong, through example, fair and clear rules and discipline, behaviour for learning and an understanding of moral and social issues;
- Prepare pupils for a positive role in the world beyond school through education in equal opportunities, political understanding, economic awareness, health, careers, community affairs, the environment and personal development;
- Provide a professional workforce of teaching and support staff who in turn are supported in their work by sound management, consistent INSET and staff development and adequate resources.

Aims of the Home Learning Policy

Home learning should be used to enhance and extend pupils' classroom learning, and as such it should develop skills which are built in the classroom and therefore drive pupil achievement.

The integration of home learning into curriculum mapping should be considered carefully, so as to ensure that home learning is appropriate to pupils' learning at the point at which it is set.

Home learning enables pupils to:

- consolidate learning;
- extend work covered in class or prepare for new learning activities;
- access resources not available in the classroom;
- develop research skills;
- have opportunity for independent work;
- show progress and understanding;
- provide feedback in the evaluation of teaching;
- enhance their study skills e.g. planning, time management and self-discipline;
- take ownership and responsibility for learning;
- engage parental co-operation and support;
- create channels for a home-school dialogue.

Home learning has importance past the classroom as it will enable pupils to acquire and develop skills necessary in **post-school employment** and/or **education**:

- The independent nature of home learning allows pupils to take control of their own learning, which also develops resilience. At both A-Level and degree study this resilience is essential. Taking ownership over work also inspires independent thinking, and this will allow pupils to develop reasoning and argument skills at a higher level, both of which are necessary for post-16 education.
- Home learning serves as a good way in which to prepare pupils for future employment: the completion of home learning, as directed by this policy, requires pupils to take ownership of time-keeping, prioritisation, and organisation; this will help to prepare them for the world of work by ensuring that they are well-equipped to structure and coordinate aspects of their lives.

Expectations of Home Learning

At Woodlands, our home learning policy primarily focuses on the consolidation of knowledge through the memory retrieval app Tassomai. Pupils are posed with a range of questions, covering the complete curriculum, pitched at the individual according to each learners' ability. Questions are divided into one of three buckets. Bucket one consists of questions on Maths and English, bucket two covers Science, Humanities and Modern Foreign Languages and bucket three covers Creative Arts, Technology and Athletic Performance subjects. Pupils need to complete their daily goal, in each of the three buckets Monday to Friday and both pupils and parents/carers can check this via the Tassomai app.

Year 7-10 pupils who fail to complete their three daily targets by midnight, will need to attend a RAW Support session the following day. Pupils and parents will be notified of this on the morning of the following day. The RAW Support session will be held after school and last for up to 30 minutes, but pupils will be dismissed once they can evidence the fact they have completed their three daily goals **and** bonus goals for the day of their RAW Support session. Year 11 pupils who fail to complete their Tassomai goals will have their missed points accumulated and will need to make up the points in a Year 11 RAW Support session which is held every Friday from 3.15-5.15pm. Pupils and parents/carers will be notified on the previous day (Thursday) if they need to attend the session and they can leave as soon as they can evidence they have completed their missed points.

In addition, teachers will set pupils additional home learning tasks linked directly to classroom learning and these will be communicated in lessons. The amount of homework set will match pupil academic level and age. We therefore do not prescribe a set number of minutes for home learning each week or a frequency at which this is set. Pupils should expect to be set regular homework and for Year 11 pupils, this will be set at least on a weekly basis. Subject teachers should not set home learning to be completed the following day – pupils should be given enough time to independently manage their schedules.

All home learning is set on an online portal – **'Satchel'** which all pupils and parents/carers should have downloaded. This app will provide information on the piece of home learning, the completion date, and any electronic resources that the teacher has made available to aid the home learning.

If pupils fail to complete home learning tasks set via Satchel, teachers will set a 30 min sanction in line with the whole school centralised sanction system. This will normally be set for the next day, however, may be set for a later date if pupils have other sanctions. Both pupils and parents/carers will be notified of this via the Satchel app.

Types of home learning

Home learning may take a variety of forms including:

Written Assignments

- Coursework, project or topic work, writing up or completing work begun in class, preparation of talks.
- Where the task is open-ended or where work is likely to span more than a week we need to make sure pupils have clear deadlines and that their progress is monitored and the work they have completed is checked at regular, short term, intervals.

Reading

- This needs to be for a specific purpose which can be checked. The request to “read” or more vaguely “look at” can all too easily be misinterpreted by pupils; clear guided questions will be set to allow pupils to take notes, or discussion topics provided that will be followed up in class after the home learning.

Research

- This could involve parents or other adults, or use of the school or town library.
- It is essential to check that information is readily available; providing pupils with specific books or websites that will aid their research.
- If applicable, make sure that the pupils know how to:
 - find the relevant section in the library;
 - use an index or glossary;
 - take notes and write these up in the form you expect.

Learning

- E.g. revision for a test or exam.
- Use of online resources i.e GCSEPod, Seneca, PiXL apps

Roles and Responsibilities

The learner should:

- Ensure they complete their three daily goals on Tassomai, Monday-Friday.
- Listen carefully to teachers’ instructions when set additional home learning tasks.
- Check Satchel daily to ensure they are up to date with tasks.
- Ensure that home learning is completed and handed in to meet the deadline.
- Attempt all work and give their best.
- Inform the class teacher of any difficulties.

The teacher should:

- Set home learning appropriate to the learning of pupils in their classes with clear instructions.
- Record all home learning on the Satchel app.
- Direct pupils to resources if necessary.
- Set realistic deadlines for completion of home learning ensuring they are met, and that sanctions are applied, if necessary, in line with the whole school centralised sanction system.
- Acknowledge receipt of home learning and offer feedback as/when required.
- Provide help and support.
- Analyse Tassomai data, and use this diagnostically to plan lessons which address identified gaps in understanding. **The Head of Department/Head of Faculty should:**

- Continually review the provision on Tassomai to check it remains fit for purpose.
- Monitor and evaluate the setting of home learning in the department through Satchel.
- Offer suggestions as to when home learning should be set and the types of home learning which are most beneficial.
- Enhance the quality of home learning by contributing to the review of the home learning policy.
- Hold staff to account.

The Senior Leadership Team should:

- Provide staff, pupils and parents/carers with the necessary home learning documentation.
- Develop classroom practice to enhance home learning across the school.
- Review annually the school home learning policy.
- Monitor and evaluate the school home learning policy.

The Governing Body should:

- Have regard for the policy on home learning when involved in discussions which will directly impact on the future progress of pupils at the school.


The role of Parents / Carers:

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 pupils the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- Checking the Tassomai app to ensure pupils complete their three daily goals and the Satchel app for details of additional home learning tasks.
- Provide a table, chair and a quiet place to work.
- Negotiate with the pupil when home learning is to be done as a pupil'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 undue pressure.
- Check presentation and content of all home learning being returned to school.
- Provide the school with information about any problems by contacting the school directly.

Please note, staff at the school are currently undertaking a research project looking into the most effective models for home learning. As of September 2024, whilst the school will continue to facilitate cognitive memory retrieval via our Tassomai programme, the school will offer a more bespoke additional home learning provision. This will further develop independence and a love of learning and enable greater results for all who consistently engage.

Signed: 
Head Teacher

Dated: 4th March 2024

Signed: 
Chair of Governors

Dated: 4th March 2024

