

HAMPTON COLLEGE: HOME LEARNING POLICY

RATIONALE

"Homework is not an optional extra, but an essential part of a good education." - *1999 White Paper, Excellence in Schools*

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.

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.

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.

THE VALUE OF HOME LEARNING

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

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.

SETTING AND MARKING OF HOME LEARNING

- Home learning timetables will be issued to students in Key Stages 3 and 4 during at the start of the autumn term, these timetables will also be available on the school's website. Sixth form students are expected to have developed sufficient independent study skills to manage their workload.

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- 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 'Show my homework'.
- Teachers must adhere to the published home learning timetable.
- 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. Tasks for Independent Study will also be set and monitored by subject teachers

EXPECTATIONS: HOW MUCH AND BY WHOM?

Key Stage 3

Each curriculum area sets the following amount each week.

Key Stage 3	Time per week		
Subject	Year 7	Year 8	Year 9
English	30 mins	30-45 mins	45 mins
Maths	30 mins	30-45 mins	45 mins
Science	30 mins	30-45 mins	45 mins
MFL	30 mins	30-45 mins	45 mins
Geography	30 mins	30-45 mins	45 mins
History	30 mins	30-45 mins	45 mins

Technology, RE, PD, ICT, Art and Music home learning will be set once a fortnight and may take the form of a topic based approach. There will be no home learning for PE or Drama.

Key Stage 4

Each curriculum area sets the following amount each week.

Key Stage 3	Time per week	
Subject	Year 10	Year 11
English	45-60 mins	60 mins
Maths	45-60 mins	60 mins
Science	45-60 mins	60 mins
Option subjects will have 60 mins per week, per subject as appropriate.		

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RE and 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.

HOME LEARNING TASKS

Home learning can be:

- Independent learning
- Consolidation of work in class
- Practice - learning by doing
- Completion of course work assignments
- Research
- Reading
- Interviews
- Drawing
- Using ICT
- Recording

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:
 1. Class teacher - discussion and negotiation with student, informing parents via student planner and record place on school's management system.
 2. Head of Department - discussion and negotiation with referred student, informing parents by student planner and record on school's management system. Letter to parents and detention if necessary.
 3. Tutors - through weekly monitoring of diaries, identifying students with homework problems across several curriculum areas and refers to Head of House. Head of House discusses and negotiates with student, applies sanction or support where appropriate.
- If a parent is concerned over any aspect of home learning, they are encouraged to contact the school immediately either through the use of the student planner or by email.
- Home learning will be monitored by Heads of Department and other school leaders as part of on-going work scrutiny and quality assurance measures.

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.

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RESPONSIBILITIES

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 Show my Homework 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.

The role of the Form Tutor

- To include home learning in student mentoring where appropriate.
- To check that the student planner is being signed by the parent/guardian.
- To note and respond to any comments written in planners by parents.

The role of the Class Teacher

- Set home learning according to the timetable and record on 'Show my Homework'
- 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 House, as appropriate, when problems arise.

The role of the Head of Department

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

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.
- Signing the home learning planner each week.
- Providing the school with information about any problems through the student planner or by contacting the school directly.

APPROVED BY GOVERNORS:

.....
SIGNATURE

.....
NAME

.....
DATE

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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 then appropriate pressure should be brought to bear on the student involved. Genuine problems should be dealt with sympathetically.

If the problem is repeated then suitable sanctions may be applied, for example teachers giving a detention of their own or a whole school detention, informing parents of the problem by a telephone call, letter, student planner or by department report. By issuing their own or whole school detentions via the system persistent failure to complete homework will be recorded and so Form Tutors are able to identify persistent offenders across a number of subjects. Form Tutors should then send a letter home to inform parents and inform the Head of House. If the problem persists the Head of House will co-ordinate further action to remedy the problem.

b) Use of homework for coursework completion

At least once per year all departments must have an extended piece of homework (one which lasts for at least three weeks) in Years 7, 8 and 9. This is to help students prepare for Key Stage 4 examination coursework to help them develop research skills and to allow them to have opportunities for extended writing. It must be divided up into discrete units that can be done in weekly sections.

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.