

## **Bishop Walsh Catholic School**

### **Home Learning Policy**

**Ratified: June 2023**

#### **Links to other policies:**

- Teaching and Learning policy
- Assessment and Feedback Policy
- Behaviour Policy

#### **Home Learning**

The fundamental aim of this policy is to ensure that each and every one of our students is able to achieve their full potential during their educational journey as well as assisting parents and guardians in their God-given role as educators. As a school we value the fact that students should be exposed to a wide range of experiences. We feel that home learning and opportunities to play sport and music, read for pleasure and have important family time should coexist. We actively encourage participation in our after-school extracurricular clubs as well as our home learning club.

We believe that this policy embodies a collective responsibility in that staff will set meaningful, manageable and motivating home learning tasks and pupils and parents have a responsibility to ensure that these are completed. Our teachers aim to provide high quality home learning that supports the Catholic ethos of our school in recognising the unique dignity of each individual pupil and their needs.

#### **Policy Sections:**

- A. Why is home learning important?
- B. How home learning supports the learning and development of Bishop Walsh Catholic School students?
- C. Home learning has the most positive impact on student learning when:
- D. Examples of home learning include:
- E. Special Educational Needs and Disability (SEND) students
- F. Frequency of home learning setting and deadlines
- G. Recording home learning and our Google Classroom online platform
- H. Feedback on home learning
- I. Procedures when there is a concern over engagement or home learning completion
- J. Parental support
- K. Roles and responsibilities for policy implementation

#### **A. Why is home learning important?**

Home learning is a unique educational practice as it is the only learning strategy that crosses the boundary between the school and the home. The Educational Endowment Fund Toolkit shows that the impact of home learning is consistently positive, leading to an average of five months' additional progress across an academic career. We believe that home learning should be considered an integral part of learning and progress. We believe that home learning should not be measured by its duration of time to complete but by the quality of provision provided. It should be relevant and set for a purpose.

## **B. How home learning supports the learning and development of Bishop Walsh Catholic School students?**

Home learning is an integral part of education in that: -

- It aids pupils and students in making accelerated progress in learning.
- It can provide students with the opportunity to:
  - practise further what has been learnt in class and reinforce this learning.
  - apply what they have learnt in new contexts or situations.
  - prepare them for future learning. And extend knowledge and understanding of unfamiliar concepts.
  - integrate skills with knowledge and concepts.
- It provides opportunities for pupils and students to develop the practice of independent learning. This way of working is vital at the later stages of secondary education as well as Further and Higher education
- It provides pupils with the opportunity to apply their passion and gain a deeper insight into the subject.
- It involves parents and others in the students' work for their mutual benefit.
- It provides opportunities for long term research, enquiries and other work.
- It can form an important part of the student's notes – in preparation for the next lesson.
- It ensures pupils and students gain valuable experience of working to deadlines and well as self-discipline and personal responsibility for learning and organisation

## **C. Home learning has the most positive impact on student learning when:**

- It is done by the student to the best of their ability.
- It is set at an appropriate level whilst also appreciating the fact that it is alright for students to be challenged and encouraged to come out of their 'comfort zone'.
- Students have a quiet, designated place at home to complete home learning
- Students develop a routine for completing home learning at home
- Parents and guardians are supportive and encouraging
- Teachers plan for home learning as an integral part of the student learning. Setting long and tedious home learning does not improve student learning.

## **D. Examples of home learning include:**

- Writing assignments
- Learning assignments (where students may be asked to learn a piece of work, practise a skill, recall knowledge- retrieval)
- Practical assignments (where a student may be asked to work on a music, dance or drama composition, a piece of art work, cookery or an IT project- all of which may extend over a long period of time)
- Continuation and completion of classwork where appropriate
- Preparing an oral presentation
- Reading and preparation for a future lesson
- Revision activities in preparation for examinations (exam question practice)
- Using a specific website (e.g MyMaths)
- Collection of material for a lesson/project
- Correction or repetition of previous work
- Catch-up work missed through absence at a lesson
- Reading for pleasure
- Subject projects

### **E. Special Educational Needs and Disability (SEND) students**

For our students with SEND, home learning tasks should be 'scaffolded' and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs. Home learning should not be seen as an attempt to allow SEND students to catch up with the rest of the class. Individual class teachers should aim to ensure that tasks are manageable and skill practise is incorporated. Like home learning for all of our students, tasks should be varied, have a clear focus and duration guideline for completion so that SEND students have plenty of opportunities to succeed.

### **F. Frequency of home learning setting and deadlines**

The logistics and rigidity of a home learning timetable, specifying the time allocated for different subjects on different evenings, mean it is not a viable option at Bishop Walsh Catholic School. However, the frequency of home learning and generosity of deadlines should allow all students to successfully complete and hand in all home learning pieces. We believe that the careful mapping of home learning within a departmental Scheme of Work (SoW) should avoid peaks and troughs in the volume of home learning distributed.

Years 7 and 8	<p>Students will be set predetermined home learning pieces from their subject booklets. In subjects where booklets are not being used, teachers will set this work via mechanisms of their choosing.</p> <p>Students will regularly receive one piece of home learning for each subject lasting them a maximum of 20 minutes per piece with the deadline for the next lesson.</p>
Year 9	<p>For RE, English, mathematics and science students will receive up to two pieces of home learning for each subject lasting them a maximum of 20 minutes per piece with the deadline for the next lesson.</p> <p>For all other subjects, students will regularly receive one piece of home learning for each subject lasting them a maximum of 20 minutes per piece with the deadline for the next lesson.</p> <p>Students will be set predetermined home learning pieces from their subject booklets. In subjects where booklets are not being used, teachers will set this work via mechanisms of their choosing.</p>
Years 10 and 11	<p>Students will be set a variety of tasks that will support them to learn the required knowledge and practise the necessary skills required to complete their GCSE and Vocational courses.</p> <p>Students will receive at least one piece of home learning per subject each week (as per the two-week timetable rotation). The time allocated to the pieces of work will reflect the nature of the Key Stage 4 course.</p>
Years 12 and 13	<p>Students in Years 12 and 13 will be set a variety of tasks that will support them to learn the required knowledge and practise the necessary skills required to complete their A Level and Level 3 vocational courses.</p>



Sixth Form students will be expected to make full use for their study periods within the school day. Subject teachers are asked to signpost students towards meaningful work/research/wider reading that will be conducted by our post-16 students at these times.

Teachers from each departmental area have created bespoke study period packs for all students in both Year 12 and 13 that are to be completed during students allocated study periods.

Students will receive up to 5 hours per subject per week.

Teachers will be mindful of setting revision only for their subject around the time leading up to and during Learning Cycle and Mock examination periods.

### **G. Recording home learning and our Google Classroom online platform**

Students will always record each piece of home learning in their student planners. The planners are a fundamental piece of school equipment and this is why we check that students have theirs when they line up for school in the morning. Teachers will also log home learning as assignments on the Google Classroom platform.

Teachers will upload the glossaries, knowledge organisers and booklets for Years 7,8 and 9 to our online learning platform, Google Classroom. The majority of the time students will be expected to complete a predetermined piece of home learning from their booklets but it may be that a piece is set that is not to be completed in the booklet and as such this is at the discretion of the teacher and their specific requirements for the learning.

Some teachers may choose to set home learning tasks for the completion and submission using Google Classroom. If this is the case the students will be told this by their teacher in their lesson and the planner will be used to record this information. We ask students themselves as well as parents and guardians to contact the school via our enquiry email address to notify us of any changing circumstances that may mean their child cannot access our Google Classroom platform or if there are issues surrounding access to a suitable device and/or internet. We will endeavour to support our students in any way that we can.

### **H. Feedback on home learning**

Full details of our school's mechanisms for student feedback can be found in our Assessment and Feedback and Policy. Students are unlikely to commit themselves fully to home learning if they feel their efforts are not recognised. However, not every piece of home learning needs to be marked in great detail to provide recognition of the effort made. Other methods could include:

- Partial marking (only on particular aspect of the work is marked and fed back upon)
- Marking in class by the pupil or their peers
- Verbal feedback from the teacher or their peers

### **I. Procedures when there is a concern over engagement or home learning completion**

At home learning, staff will sanction in accordance with the Behaviour Policy.

## **J. Parental support**

Where parents and guardians are able to offer support at home it can be of great help to their child and also encourages their child to develop positive attitudes to learning, both in school and out of school. This helps to make the most of their future. Some tips for parents are listed below:

- If possible, keep a designated home learning area at home
- All students are welcome to attend our after-school home learning club until 4.20pm in our Learning Resource Centre (LRC)
- Try to keep to a routine for your child when they come to complete their home learning
- Praise and encourage your child to help boost their confidence
- Refrain from completing your child's home learning for them
- Ask your child about their home learning and check and sign their planner. This will help us as a school to monitor their home learning and their level of engagement.
- If you feel there is an issue regarding home learning, please contact our school

## **K. Roles and responsibilities for policy implementation**

### **1. Subject Leaders and Other Subject TLR Holders**

Subject leaders are expected to hold their team to account for the quality of the home learning set, and the implementation of the policy. Subject leaders should adopt a programme of regular monitoring of pupil work which includes home learning.

### **2. Teaching Staff**

Regular whole staff training will be provided on ways to set home learning and give feedback on it. Teachers are expected to adhere to the school's protocol on the setting of home learning. Teachers are only permitted to set home learning whilst the students are in their lesson. For example, home learning is not to be set by teachers outside of the lesson itself or outside of school hours. Teachers are to set this work via our Google Classroom platform and students are to record this in their student planners. Teachers are expected to engage with Continued Professional Development and keep up to date with evidence based research around teaching, learning and home learning methods in their subject areas. Subject leaders are expected to monitor this through book checks and faculty training.

### **3. Parents**

Parents are expected to engage with their child's home learning and discuss home learning feedback with them. It is vital that all parents support the school in implementing school policy especially those areas such as home learning. Parents should understand that pupils will be appropriately sanctioned should their home learning fall below the required high standards, be incomplete or not submitted.

### **4. Pupils**

Pupils and students are expected to complete all home learning that is set and respond positively to all feedback, acting on it as directed by teachers. All we can ever ask of our



Never give up, ask for help when needed and work as hard as they possibly can.

### **5. Leadership Team**

As part of the ongoing school monitoring and evaluation the leadership team will regularly quality assure pupil books, checking for high quality home learning independent of and alongside subject leaders.