

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

HOME LEARNING POLICY

Aspire - Challenge – Achieve

Owner	Approval	Date Approved
T Little	J Hind	July 2020
Policy Type	Date of Next Review	Approved by
Trust Wide	July 2021	Executive Headteacher



SLAT Home Learning Policy

Vision and Purpose

Our aim is to use home learning as an effective tool to enhance knowledge and understanding. Home learning plays a vital role in reinforcing classroom based education and challenging our students to reach their full potential. It is important that home learning is seen as both valuable and purposeful for students if they are to embrace becoming independent learners. Home learning has an integral role to play within the 4th I – **Intervention – ‘Review and recall’** and should stretch the students sufficiently.

The SLAT curriculum intent statement highlights the importance of home learning and how it contributes to key aspects of the Trust’s A.C.H.I.E.V.E. motto specifically through:

- **Academic:** A curriculum that is challenging, accessible and inclusive for all
- **High Standards:** Ambitious programmes of study ensure that our students achieve their potential in national examinations.
- **Intelligent assessment:** Assessment is used not solely for summative judgement but to also inform teaching and ensure continuity and progression between Key Stages.
- **Esteem:** Belief in and building of students’ wellbeing to develop confident, resilient and independent learners who can be proud of their achievements.

Teaching Guidance and Home Learning Principles

When planning home learning staff should assess the task using the prompts below. Not all aspects would be expected to be seen within an individual home learning task but would perhaps over time:

- What is the purpose of the home learning? Is it to consolidate what has been covered in the topic or is it pre-learning / flip learning for a new lesson or topic?
- Is the task suitable for the ability of the group? Different bands and abilities will need differentiated work.
- Does the task allow students to apply their knowledge to an exam-style question?
- Consider carefully how students will evidence that the home learning has been completed. E.g. do students have to physically produce something so you know it has been completed?
- Does the home learning allow students to develop their skills within the whole school reading and literacy policy?
- Is there an opportunity for students who want to go above and beyond to challenge themselves further? (e.g. extension questions, wider reading or research?)
- Do students have the opportunity to work fully independently by researching around the topic and presenting you with their findings?

Management of Home Learning

- Home learning should be set on a regular basis according to the home learning schedule. Staff have the flexibility to choose which lesson of the week it is most appropriate to set homework with the optimum gap to the date of completion.
- Where possible *inform* students of the home learning task at the start of the lesson but the task itself can be *explained later* at the most pertinent point during the lesson.
- Where possible home learning tasks should be differentiated for the least / most able students to enable them to access the learning and provide the appropriate degree of challenge beyond low level tasks.
- Always check that home learning is recorded accurately on Show My Homework on the day it has been set. This must be set by the teacher of each individual class and not 1 teacher for a whole year group within a subject.
- The timescale for the completion of home learning tasks should be set according to the ability of the students and the frequency of lessons per week. Allow an appropriate gap between the setting of home learning tasks and its completion.
- Always only accept work that is of acceptable standard compared to the students' target grade / level.
- Always reward home learning that exceeds expectations through the issuing of reward points on Show My Homework.
- Incomplete home learning should be logged on Show My Homework as 'Not Submitted' and a **Missing Homework Stamp** is recorded in addition. Staff then follow up with the individual students in accordance to the SLAT Home Learning Rewards and Sanctions.
- Where possible deal with any home learning issues towards the end of the lesson after the main learning activities have taken place.
- Plan lesson time for students to reflect and act upon home learning feedback where appropriate.

Home Learning Schedule

Key Stage 3

Students are set home learning for each of their core subjects of English, Maths and Science each week as well as wider cross-curriculum programmes such as Love of Reading and Bedrock Vocabulary with tasks ranging from 15 – 45 minutes. For students this equates to approximately 5-6 hours independent study per week or roughly 60 - 75 minutes per night.

A typical week's home learning at Key stage 3 would include:

	Description	Subjects involved
Constants	Set every week for each subject	English, Science, Maths, MFL
Variables	The amount set varies depending on the subject's curriculum time. 1-3 tasks are likely to be set each short term.	History, Geography, Art, Music, Drama, PE, Food Tech/DT, IT, Religious studies, PSHE.
Literacy	Set every week to support the development of student literacy. <u>Accelerated Reader</u> = Years 7 & 8 students undertake 20 minutes reading per day set by Tutors. <u>Bedrock Learning Vocabulary tasks</u> = Year 8 students set by English teachers.	

To help support the Year 7 students transition into secondary school and our expectations for Home Learning in term 1 are to have staggered introduction of home learning.

Key Stage 4

Students are set home learning tasks for all subjects each week. The home learning for each of their core subjects of English, Maths and Science should be for approximately one hour per subject.

For Option and additional Ebacc subjects a recommended 30-45 minutes of home learning is set each week. For students this equates to 7-8 hours independent study per week or approximately an hour and a half per weeknight.

There is a home learning task ban for GCSE subjects during BTEC exam periods to allow adequate revision time for these students. BTEC subjects will then be able to set specific revision tasks to support the exam preparation. Conversely BTEC subjects do not set homework to clash with PPEs 1, 2 and 3.

Key Stage 5

Each of the students' subjects set a recommended 1-2 hours per lesson independent work per week comprising of separate home learning tasks and Independent Study Lesson (I.S.L.) activities. E.g. a typical student with 3 BTEC/A level subjects has 12 taught hours per week. The additional work would take students to a working week of 24-36 hours per week in line with a normal working day.

There is a home learning task ban for A level subjects during BTEC exam periods to allow adequate revision time for these students. BTEC subjects will then be able to set specific revision tasks to support the exam preparation. Conversely BTEC subjects do not set homework to clash with PPEs 1, 2 and 3.

Holiday Home Learning - HHL

The last week of term is always given over to the setting of holiday home learning tasks as per the holiday timetable. To make expectations clear for students and parents as well as reducing staff workload we are implementing a timetable of what is to be set for students during holiday periods. This will hopefully help students balance the need to work independently on their studies (particularly at KS4/5) but also help create a sensible work life balance. Prior to each holiday an InTouch message will be sent to parents, so they know what each year group is to complete during the holiday period.

Key Stage 3

Holiday home learning is recommended to be **30 minutes per subject** so that the overall workload is manageable for students and still allows them to have a break from school work.

Year 9 into 10 Transition Work

There should be pre-GCSE work for core and options subjects. For core subjects (English/Maths/Science) students to have a recommended 1-hour summer holiday home learning tasks and option/Ebacc subjects are recommended to have a 30-minute task with an additional optional challenge task set. The overall expectation for Years 9 into 10 is for 5 hours' holiday preparation as the minimum expectation with a further 5 hours as an optional extension.

This equates to a maximum of 2 school days' work over a 6-week period so does not encroach on the need for students to have a break from academic work.

Key Stage 4/5 Holiday Work

There is an expectation for holiday home learning to be set in Upper School.

Year 10 into 11 to be set summer holiday home learning – subjects should consider basing on individual areas of improvement from the PPE1 exams. This is also an opportunity for depts. to work on the 4th *"I" intervention review and recall.*

All summer holiday home learning should be collected in by new class teachers in 2nd week back in term 1, in order to give students an opportunity to receive a reminder and, if they had any issues with the homework, to seek clarification.

Students to be rewarded by green stamps on SMHWK to start the year positively and set up expectation for homework completion for rest of the year.

Quality Assurance Procedures

The purpose of quality assurance is to ensure that the SLAT expectations regarding home learning are being met and that students are being fully supported and challenged in this area of their work.



The SLAT Challenge

The SLAT Challenge is a series of optional projects that complement the school Home learning policy. The aims of the challenges are to encourage students to develop thinking, learning and study skills while working on a project over a longer period without specific teacher direction.

The Community SLAT Challenge

In Term 2 the challenge is a collaborative community project and is completed in form groups across Years 7-9. Students will collaborate within their forms to create a Christmas hamper to be sent to The Butterfield Centre, a local charity. Students are asked to bring in items to fill their hampers which they design as a form.

The Subject SLAT Challenge

In Terms 5 and 6, Year 7 and Year 8 students are encouraged to sign up and complete the B.A.C challenge for individual subjects. This is an extended project that runs alongside students' normal home learning in their subject areas. Subject tasks can change annually and information will be given to students during terms 4/5.

At the end of the challenge, all students will submit their projects to subject teachers for judging. The top 20 entries will be shortlisted by subject teachers and Heads of Department and house points awarded. The top 5 from each subject will be put forward for a final round of judging by the Senior Leadership Team. At this stage prizes will be awarded, and winners announced in end-of-term assemblies.

The Summer SLAT Challenge

The Summer BAC Challenge is an optional challenge issued to all Year 7 and 8 students. Year 7 students challenge is part of our SMSC programme, whereas Year 8 is a thematic approach challenge which changes annually. Students are asked to try to complete as many challenges from a booklet as they can during the Summer Holidays and keep a record of themselves completing the challenges.

The aim of the challenge is:

- 1.** To give students an opportunity to do some different activities over the summer break
- 2.** Use some of the things they will be doing anyway in a positive manner
- 3.** To maintain the opportunities to learn in a fun and creative way
- 4.** To stop them getting bored

There are a variety of activities in different categories suggested each with points available for completion depending on the difficulty. All students who take part will receive achievement points and the best entries for the number of challenges completed, the most points achieved, and the most creative evidence will gain other prizes including canteen vouchers, chocolate and gift vouchers.