

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

HOME LEARNING POLICY

Aspire - Challenge – Achieve

Owner	Approval	Date Approved
D Bland / S Dyer	E Dyer	September 2026
Policy Type	Date of Next Review	Approved by
Trust Wide	September 2027	CEO

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.
- 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 task allow for the promotion of literacy or numeracy skills and development?
- 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)?

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 should be adapted, not differentiated by outcome, so all students access the same ambitious curriculum with appropriate support and stretch
- Always check that home learning is recorded accurately on SatchelOne on the day it has been set.
- The timescale for the completion of home learning tasks should be set according to the frequency of lessons per week.
- Always reward home learning that exceeds expectations through the issuing of reward points on SatchelOne.
- Incomplete home learning should be logged on SatchelOne by a **Missing Homework Stamp** being recorded Departmental procedure for missing home learning sanctions should then be followed.
- Plan lesson time for students to reflect and act upon home learning feedback where appropriate.

Guidance for Setting Home Learning on 'SatchelOne'

1. Write a clear Title for your home learning task. Subject, home learning topic

E.g.: History, The Armada

2. Write a detailed description of what students need to do for the home learning.

Clear and explicit instructions are to be written in the description box which must be more than just *'Follow the instructions on the sheet or PowerPoint.'*

Make it clear by providing:

- Approximate timings for the whole task and each sub section of the home learning.
- What to do with the work when done - does it need to be submitted online or in class?
- Keep attachments to a minimum - could some worksheets be combined into 1 document?
- Attaching *PowerPoints* and worksheets as a pdf to help students access them from home.

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 Private Reading. 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. Between 1-3 tasks are likely to be set each short term.	History, Geography, Art, Music, Drama, PE, Food Tech/DT, IT, Religious studies,.
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> = accessed by students from Year 7 to 11.	

Year 7 Term 1 – Staggered Introduction of Home learning

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 as per the following:

Weeks 1 & 2 = No homework set. Show My Homework Launch Assembly Week 2

Week 3 = English, Maths & Science

Week 4 = Geography, History, MFL & IT

Week 5 = English & Art, RS

Week 6 = Maths & Drama, Geography, MFL

Week 7 = Science & DT, History & IT

Week 8 = PSHE review quiz & Holiday work set (English & Music)

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.

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

Key Stage 5

Each of the students' subjects set the equivalent of 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.

Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT, Co-Pilot and Google Gemini. South Lincolnshire Academies Trust recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Pupils may not use AI tools:

- During assessments, including internal and external assessments and coursework including NEAs.
- To write their homework or class assignments, where AI-generated text is presented as their own work.

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed.

Holiday Home Learning

The last week of term is always given over to the setting of holiday home learning tasks as per the holiday home learning 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. Holiday Home Learning must be set on SatchelOne so parents know what each year group is to complete during the holiday period.

Key Stage 3

Holiday home learning should 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 1-hour summer holiday home learning tasks and option/Ebacc subjects are 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 second 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 SatchelOne to start the year positively and set up expectation for homework completion for rest of the year.

Holiday Home Learning Timetable

The introduction of KS3 holiday home learning will be staged over the next 3 academic years as per the schedule below:

Holiday	Key Stage 3	Key Stage 4	Key Stage 5
October	Yr 7 Core Home learning - <i>English</i> Wider curriculum - <i>Music</i>	Yr 11 - PPE preparation work Yr 10 – subjects set as required	Subjects set as required
	Yr 8 Core Home learning - <i>Maths</i> Wider curriculum - <i>Drama</i>		
	Yr 9 Core Home learning - <i>Science</i> Wider curriculum - <i>IT</i>		
Christmas	Yr 7 Core Home learning - <i>Science</i> Wider curriculum - <i>IT</i>	Yr 11 - BTEC only set – exam preparation Yr 10 – subjects set as required	PPE preparation work – A' level students BTEC students' exam preparation
	Yr 8 Core Home learning - <i>English</i> Wider curriculum - <i>Art</i>		
	Yr 9 Core Home learning - <i>Maths</i> Wider curriculum - <i>RS</i>		
February	Yr 7 Core Home learning - <i>Maths</i> Wider curriculum – <i>Drama</i>	Yr 10 & 11 Subjects set as required	Subjects set as required
	Yr 8 Core Home learning - <i>Science</i> Wider curriculum - <i>IT</i>		
	Yr 9 Core Home learning - <i>English</i> Wider curriculum - <i>DT</i>		
Easter	Yr 7 Ebacc Home learning - <i>Geography</i> Wider curriculum - <i>RS</i>	Yr 11 - Exam revision set by depts and in school revision sessions Yr 10 – subjects set as required	Exam revision set by depts and in school revision sessions
	Yr 8 Ebacc Home learning - <i>MFL</i> Wider curriculum - <i>DT</i>		
	Yr 9 Ebacc Home learning - <i>History</i> Wider curriculum - <i>Art</i>		
May	Yr 7 Ebacc Home learning - <i>MFL</i> Wider curriculum - <i>DT</i>	Yr 11 - Exam revision set by depts and in school revision sessions Yr 10 – PPE1 preparation work	Exam revision set by depts and in school revision sessions
	Yr 8 Ebacc Home learning - <i>History</i> Wider curriculum - <i>Music</i>		
	Yr 9 Ebacc Home learning - <i>Geography</i> Wider curriculum - <i>Drama</i>		
Summer	Yr 7 – SMSC challenge (<i>optional</i>) Yr 8 Science GCSE Bridging Tasks Yr 9 – KS3 to GCSE bridging work	Yr 10 – Dept set work based on PPE1 areas to develop. Yr. 11 – Induction work for those applying for SLAT 6 th form	Yr. 12 –subject set bridging work for Yr 13 / coursework preparation where applicable