



## **WOODFIELD ACADEMY**

## **HOME-LEARNING POLICY**

Ratified on 29<sup>th</sup> September 2020

At Woodfield Academy we offer a varied and rich curriculum, designed to broaden pupils' experiences and enhance their academic achievement. We believe that home-learning is a valuable part of the independent learning process and contributes to sound study habits. Our policy is based on our whole school vision and values. Our policy hopes to help our pupils become curious, creative and independent learners who develop excellent skills for the future by:

- Ensure learning in the classroom is consolidated and reinforced.
- Extend pupil's knowledge, for example through additional reading, research and enquiry.
- Encourage development of study skills, confidence, organisation, motivation and enquiring minds, all elements essential for lifelong learning.
- Encourage a partnership in learning between pupil, parents and teachers.
- Maintain the emphasis on raising levels of attainment.
- Encourage pupils to be independent learners.
- To give pupils a sense of pride and accomplishment in what they have achieved.

In addition, we recognise that school is not the only place where children learn. The experiences that children get at home, through clubs and family outings is of utmost value to their development as well-rounded young citizens. It is for this reason that any home-learning is designed to enhance children's learning experiences, rather than encroach on family time.

Home-learning is the work which is set outside of the timetabled curriculum and is to be shared and supported by parents. **It contains an element of independent study** in that it is not usually directly supervised by a teacher and it represents an **extension of the learning opportunities** provided in school. Home-learning is planned and structured to reinforce / consolidate learning within school and build up basic skills. General expectations for home-learning include:

- Daily reading using books from home, the library or online
- KS2 Reading Plus activities
- KS3 MyOn Reading and Writing tasks
- Weekly spellings
- Learning times tables
- Preparation for class lessons – Pre-teaching and Blended Learning
- Distance Learning (during Covid19)
- Research

The school will identify parents and work collaboratively to support pupils learning at home in a household without access to digital learning.

## **Working in Partnership with Parents**

Parents and carers play a vital role in their child's learning. As an Academy we want to work in partnership with our parents so that they are sufficiently informed and onboard with home-learning expectations; that they understand home-learning is about quality learning not the amount of time spent on a task; and that their pupil may require support in order to achieve. Parents can support the Academy by:

- Monitoring diaries and ClassCharts
- Support school by ensuring that their child attempts home-learning
- Provide a suitable place for pupils to carry out home-learning
- Praise their child(ren) when tasks are completed or attempted
- Support their child if needed with home-learning tasks and projects as needed

## **Working in Partnership with Pupils**

We understand that progress or attainment gaps can emerge when pupils do not complete home-learning tasks or can further compared to peers who positively engage with home-learning. Therefore we aim to work with our pupils and encourage them to manage their own time, increase their independence and understand the value of this educational process. We clearly communicate our expectations to our pupils and through their planners and ClassCharts we share tasks and give praise.

The role of the pupil is vital in home-learning. In KS2 home-learning is shown to have 2 months impact and in KS3 it can have as much as 5 months impact on progress. In order to engage fully with home-learning activities we expect pupils to:

- Listen to home-learning instructions carefully and record necessary details in their planner
- Regularly log onto ClassCharts
- Follow teacher guidelines and complete work to a good standard
- Ensure home-learning is completed on time and handed into to the teacher by the deadline
- Attempt to work at the best of their ability
- Inform the teacher of any difficulties they faced in completing the task

## **The role of the Subject Teacher**

Home-learning should provide an opportunity for maximum pupil success and minimum pupil frustration, with an emphasis on progress. It is important that teachers set authentic and relevant tasks, differentiated and well matched to learners needs. Our teachers will:

- Set quality home-learning tasks that directly contribute to pupil progress
- Ensure that homework is recorded in planners and via ClassCharts
- Give full and comprehensive information to pupils to enable them to access their learning
- Set reasonable deadlines for pupils and model what success looks like
- Provide additional help and support for pupils if needed
- Inform Heads of Department and follow procedures if home-learning tasks are not completed by recording on ClassCharts

## **The role of the Head of Department/Head of Year**

Heads of Department provide a key component to the success of home-learning in a school. Heads of Department will be expected to:

- Lead the development of home-learning within their department
- Ensure the curriculum page on the school website is up-to-date
- Provide their teachers with clear guidance on the expectations, amount, frequency and quality of the home-learning activities set in their department
- Support teachers in dealing with non-completion

## **Structure of home-learning**

Pupils will be set one home-learning task per week in core subjects. These tasks will be set online and will reflect the current topics in class or revision/recap of topics previously covered to aid memory.

Pupils will receive additional homework where tasks completed outside of the classroom can aid progress. This may include learning key words and vocabulary or completing revision or research tasks. Subjects may also set half termly projects set over several weeks, the expectation will be that the pupil will spend the required time per week to complete the tasks to a high standard.

In addition, during the current Covid-19 Pandemic and reduced school day we shall also set distant learning tasks. These lessons will cover the topics that pupils are not able to cover in school.

Home-learning will be set at the beginning of the lesson and written on the whiteboard. This is to ensure all pupils have the time to write in the home-learning correctly in their planner. It will also be sent via the ClassCharts portal enabling parents to see when homework has been set.

Finishing uncompleted work is not deemed to be a regular home-learning task. Where a pupil is asked to finish work at home, this will be as a result of insufficient work or effort in class.

## **Monitoring & Feedback**

In order to support and monitor pupil's success with home learning, form teachers will monitor planners on a regular basis. Parents/Carers are requested to check planners regularly to ensure tasks are being written in and completed. Heads of Department and Senior Leaders will monitor ClassCharts. Parents can use this forum as a vehicle to communicate with teachers directly and provide feedback on how pupils coped with tasks or if additional support is needed.

Wherever possible work will be marked and returned to pupils with some form of comment / judgement. This will give the whole process of setting home-learning a higher profile. Marking may be done in a variety of forms and will not always be written. Feedback may also be given to individuals or groups of pupils. Work may also be self or peer marked as part of our assessment for learning process.

Home-learning should never be too onerous nor should it create stress in the pupil's home. If parents have concerns or questions they should not hesitate to contact the child's class teacher by logging into ClassCharts and using the messaging system.

Support is also available at our daily after school home-learning club which is informal and supervised, however due to Covid-19 this is temporarily unavailable.

If home-learning is incomplete this will be communicated in pupils' planners or via ClassCharts messenger enabling direct contact with parents.

Failure to complete home-learning may result in pupils being asked to attend a home-learning catch-up session at lunchtime. Failure to complete 3 or more pieces could result in a Restorative Conversation after school.