



# **Bishop Ullathorne Catholic School**

**Home Learning**

**Policy & Guidance**

**2023**

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# **Bishop Ullathorne Home Learning Policy**

## **Aim**

The aim of this policy is to state our approach to Home Learning, explain its place in the curriculum and outline our expectations of students, teachers and parents.

*'Pupils in the highest achieving schools spend more time on learning activities at home than pupils in other schools'.*

*(National Foundation for Educational Research)*

## **Purpose of Home Learning**

At Bishop Ullathorne, we believe that Home Learning enhances student achievement and progress by reinforcing classwork and consolidating learning. It is vital for developing students' study skills and independent learning ability. It is also an opportunity for parental involvement to support independent learning, with evidence showing that this is a key factor to improving outcomes for students.

Home Learning enables students to take ownership and responsibility for learning through independent work. By engaging in Home Learning, students will increase their motivation, creativity and initiative. Finally, we believe that Home Learning develops important study and research skills enhancing learners' time management, self-discipline and perseverance for lifelong learning.

Teachers should set Home Learning to:

- complement and reinforce knowledge and understanding
- allow students the opportunity to develop skills taught in class
- prepare students for rigour in their planning and personal organisation
- encourage independent learning in our young people
- reinforce positive attitudes to work
- encourage self-organisation and self-discipline
- develop home/school partnership
- prepare students for life opportunities and experiences
- raise attainment.

## **Principles underlying our Home Learning Policy**

- Students, parents/carers and the school all have responsibilities. Our shared approach must be consistent and positive.
- Home Learning must be issued to all year groups, in all subjects and to all students.
- Home Learning must be issued in appropriate quantities and completion dates must be both clear and reasonable.
- Home Learning must be carefully planned and be an integral part of course work.
- Home Learning must be differentiated to meet the needs of individual pupils.
- Home Learning activities must be meaningful, stimulating and purposeful.
- Feedback on Home Learning must be constructive. Students must be given recognition for their effort and work well done.
- Feedback on Home Learning is a crucial aspect of learning and can take many forms. It is not always appropriate for all Home Learning tasks to be marked by the teacher but all Home Learning will be acknowledged. Some Home Learning may be peer assessed to enhance student understanding and encourage discussion.

- Parents/carers will be informed of non-completion of Home Learning via Arbor.

### **Types of Home Learning**

Home Learning tasks are set to reflect on-going class work across the curriculum. A significant proportion of Home Learning set will be '**Mastery Home Learning**'. Mastery Home Learning, based on the core knowledge of our curriculum, will include **Recall and Retrieval Activities** which provide students with the opportunity to retrieve information and recall knowledge from Knowledge Organisers (Please see Appendix 1).

Mastery Home Learning will also include practice exercises which will provide students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- Consolidation exercises (e.g. Hegarty Maths, Seneca, Linguascope)
- Practising for mastery (e.g. spelling words)
- Practising words or phrases learned in a language other than English
- Practising new skills (e.g. Physical Education, musical instruments)
- Essay writing.

### **Additional Home Learning activities may include the following:**

#### **Preparatory Home Learning:**

Provide opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- Background reading
- Reading (e.g. English text for class discussion)
- Researching topics for a class unit of work

#### **Extension assignments:**

Encourage students to pursue knowledge individually and imaginatively, including:

- Writing (e.g. a book review)
- Making or designing something e.g. a piece of art work
- Researching (e.g. history, local news)
- Information and retrieval skills (e.g. using a home computer to find material on the internet)

Home Learning should not exclusively rely on the use of computer resources. Any student who does not have access to technology at home should not be disadvantaged. The **school library, which is open before school and after school** is well equipped with books and computers which are linked to the internet and our students should be encouraged to utilise this resource.

### **Setting Home Learning - Teacher guidelines**

These guidelines outline our expectations regarding the frequency and quantity of Home Learning and the procedures for setting Home Learning. To support their transition to Bishop Ullathorne, students in Year 7 will not receive Home Learning tasks during the first three weeks of their arrival.

## **Frequency**

In Key Stage 3 Home Learning should consist of a set task for **two subjects per evening**. This will be a piece of work based around the **Knowledge Organiser for at least 4 Home Learning tasks per term**.

As students move up through the school, the length and complexity of the Home Learning will increase. At Key Stage 4 all subjects will set a weekly Home Learning task appropriate to the stage of study.

## **Quantity**

The estimated completion time stated in Arbor for each subject piece of Home Learning should be:

- no more than 45 minutes for Key Stage 3
- no more than 1 hour for Key Stage 4.

The above will approximately result in an average amount of Home Learning across all subjects per student of:

- no more than 1-2 hours a day at Key Stage 3
- no more than 2-3 hours a day at Key Stage 4

At Key Stage 5, subject teachers will help students understand how best to work outside lessons, including how to study beyond their Home Learning set tasks. We would strongly recommend a minimum of **15 hours of independent study each week** in addition to study periods.

Any Home Learning that is of an ongoing or extended nature must be clearly identified as such when setting, with timings given following those outlined here.

*It is important that teachers adhere to these timings because; "the positive effects of doing Home Learning generally start to diminish when pupils spend more time than this" – EEF report on secondary homework (April 2020).*

## **Revision**

During periods of testing, teachers should not set additional homework on top of revision Home Learning. This applies to the week prior to departmental tests in classrooms and the two weeks prior to whole year testing such as mock/end of year examinations.

## **Marking and feedback**

It is important that all Home Learning is checked helping to maintain students' motivation. Teachers are responsible for monitoring Home Learning submissions. In addition, the expectation is that all Home Learning should be checked and/or given feedback and actions by either the students, their peers or the teacher - a balance of all three is recommended.

## **Holiday Home Learning**

For all Key Stage 3, there will be no Home Learning set over half terms and end of term holidays, to support their wellbeing.

## **Arbor**

Arbor is an online homework calendar teachers use to set and communicate all Home Learning tasks, ensuring that students and parents always have the information they need. It is available via the Arbor website or the application for mobile and tablet devices. Home

Learning can be accessed by teachers, students and parents by logging into Arbor with a code given by the school.

### **General**

Not all Home Learning is done at home and for some students who find it difficult to work at home, or require specific resources (books, software, equipment, printing) it is desirable to carry out the task at school. Opportunities should be provided within our departments and during our homework clubs.

### **Stretch and challenge**

Higher ability students should be encouraged to independently explore around the subject wherever possible. However, this time does not need to be recorded as formal Home Learning but could be, for example, working through the material provided by their class teacher.

### **Non Completion of Home Learning**

Please refer to our Behaviour Policy in Appendix 2.

## **Roles, responsibilities and monitoring**

Home Learning requires a consistent approach across the school. It must be easy for all stakeholders to have an overview of Home Learning. Below are the different groups that have responsibilities to help support the students in successful completion of Home Learning and also ensure that everyone meets the Home Learning guidelines.

### **Role of subject teachers**

- provide Home Learning linked to class activities
- make the purpose of Home Learning clear to students
- set all Home Learning on Arbor
- ensure Home Learning resources are available to all students
- give adequate guidance and instructions to complete the task within an appropriate and defined timescale (one week wherever possible and appropriate)
- ensure regular reminders are recorded for extended tasks
- ensure all Home Learning pieces are marked and/or given feedback and actions by either the student, their peers or the teacher - a balance of all three is recommended
- keep a record of student submissions on Arbor and monitor the quality of work
- inform the Head of Department, Form Tutor and Head of Year, as appropriate, if problems arise.

### **Role of Students**

- listen to Home Learning instructions in class
- check Arbor daily for Home Learning tasks and information (even if absent)
- be able to organise workload
- proof read to assess the quality of the work they have done
- attempt all tasks to the best of their ability and to the deadline
- inform the class teacher of any issues in advance of the deadline
- make use of in-school facilities and support as required.

### **Role of the Pastoral Leader and Form Tutor**

- promote the value of Home Learning through student mentoring
- check students know where and how to access Home Learning
- note and respond to any comments by parents.

### **Role of the Head of Department**

- communicate clearly with department staff the plans for Home Learning in the department, including frequency and type
- regularly monitor and evaluate Home Learning via Arbor to ensure not too much or too little is being set along with quality
- praise students that consistently do Home Learning
- use Arbor to put in relevant interventions to support students who are consistently missing deadlines
- support staff in the setting and assessment of appropriate tasks



- monitor Arbor to ensure Home Learning is consistently set and the quality is of the standard and expectations required, challenging teachers where necessary
- identify students who are persistently missing deadlines
- monitor the quality of Home Learning set by department colleagues
- encourage collaboration and sharing of Home Learning created by the department

### **Role of parents**

- reinforce the value of Home Learning through positive feedback giving students the confidence to persevere, work hard and fulfil their potential
- check Arbor regularly and support with completion of Home Learning
- provide a table, chair and quiet place to learn or direct them to the in-school facilities if not available at home
- help plan their child's time effectively to balance school and leisure activities
- Support their child in working within the guidance times set out in this policy for Home Learning
- show an active interest in the presentation and content of all work
- contact the subject teacher if necessary to resolve any issues
- monitor their child's Home Learning submission through Arbor.

### **Role of the Senior Leadership Team**

- provide staff, students and parents with the necessary Home Learning documentation
- support Heads of Department in all aspects of Home Learning setting
- ensure all staff are consulted and understand the policy
- monitor and evaluate all aspects of the school Home Learning policy
- monitor the quality of Home Learning set by colleagues across the school
- monitor the completion of the submission status in Arbor for Home Learning in line management meetings
- share Home Learning statistics across the school
- support student intervention through line management, where necessary.

Home Learning analytics will be monitored on a half termly basis by Heads of Department and the Assistant Headteacher responsible for Home Learning. Where issues regarding the setting of Home Learning are revealed as part of the monitoring process, SLT Line Managers will discuss them with the relevant staff and Head of Department; provide support where necessary to remedy the situation; and instigate further monitoring, if needed.

## **Appendix 1**

### **Knowledge Organiser for Key Stage 3**

To ensure there are clear and consistent links between our curriculum offer in school and student engagement at home, students will be expected to utilise Knowledge Organisers in lessons and as part of our Home Learning policy.

The **purpose** of a Knowledge Organiser is to provide students with accessible guidance about knowledge that they can study on their own in order to build a secure schema with strong recall of the knowledge elements. They are intended as a summary; not a comprehensive, exhaustive list of all that could be known. However, they only serve a purpose if they are used effectively and linked to retrieval techniques.

### **Design of Knowledge Organiser to be quizzable**

Information in a Knowledge Organiser should focus on what the student needs to learn in a format that supports self- quizzing. Extended prose should be avoided and information should be clearly visible.

Useful features include:

- tables with columns of related information allowing one or more columns to be covered
- bullet points and lists of key ideas
- sequences shown in flow diagrams
- labelled diagrams and unlabelled versions of diagrams
- mind maps, or timelines. It is important that a quizzing process supports building connections rather than isolating facts and ideas such that they lose meaning.

### **Focus on specific elements**

Each student will be given a 'Knowledge Organiser Book' which will contain Knowledge Organisers for every subject they study. This will be provided at the start of each term and will link directly to the curriculum journey for each year group. Students will also be given an exercise book in which they will record their retrieval practice for every subject.

Students will be asked, by their subject teachers, to focus on a specific section of the Knowledge Organiser which should be numbered; each child will then read that section, cover it up and attempt to write out the information from memory. They will then check that they have done this correctly, against the knowledge. This process may be repeated a couple of times for Home Learning and we will refer to this method as 'cover, write- check'.

Different recall and retrieval activities will be provided by subject teachers in class.

**During lessons we will:**

- use a variety of learning strategies to provide **repetition and reinforcement** of essential knowledge. These should appeal to the full range of learning styles (visual, auditory and kinaesthetic, for instance)
- create opportunities to systematically drill or test key knowledge and vocabulary
- note down words or ideas that students particularly struggle with so that these can be revisited
- build in opportunities to re-visit and test essential knowledge from previous lessons or units of work.
- embed the use of memory techniques such as: the link method, picture notes, analogies, mnemonics, memorable journey, flash cards, spot the fiction, mind mapping and teach a friend
- encourage students to apply the facts which have been memorised by answering challenging higher order questions.

## Appendix 2

### Non completion of Home Learning

#### Failure to complete Home Learning

If a student fails to meet a Home Learning deadline their teacher will give one further deadline

This will then be recorded on SIMS by the class teacher

Failure to meet the second deadline will result in a detention with the class teacher.

This will be recorded on SIMS

Failure to attend the teacher detention will result in a department after school detention

This will be recorded on SIMS

Failure to attend the department detention will result in a Friday after school detention with SLT

This will be recorded on SIMS

#### Persistent failure to complete Home Learning

##### Teacher support

If a student has failed to meet deadline on a number of occasions support is also needed for this student. The teacher will:

- Speak with the student to find out if there is a reason for the regular failure to complete Home Learning
- Make contact with home to make them aware that there is an issue with the completion of Home Learning. This is to be logged in SIMS
- Make the students tutor and Key stage leader aware of the concern

##### Key Stage Leader support

If a student has failed to meet deadlines in a number of subjects support is needed for this student. The Key Stage leader will:

- Speak with the student to find out if there is a reason for the regular failure to complete Home Learning in a number of subjects
- Make contact with home to make them aware that there is an issue with the completion of Home Learning and inform parents of the Home Learning club after school that their child will need to attend for two weeks in order to gain good Home Learning habits.
- Make the students tutor and Key stage leader aware of the concern