

Deptford  
Green  
explore, dream, discover

## **Home Learning Policy**

### **2023-4**

## 1. Aims of the home learning policy

At Deptford Green School, we believe that home learning is of central importance in supporting the overall learning of our students. We are committed to ensuring that home learning set is of a high quality and provides meaningful and challenging opportunities to stretch and support student understanding.

Purposeful home learning can support students to secure greater progress by preparing students for new learning, providing opportunities to practice skills learned in class and reviewing knowledge acquired throughout the school curriculum. Home learning is also key in building the skills students require to become lifelong learners, promoting positive behaviours such as resilience, self-discipline, and independent thinking.

We believe that developing a love for reading should be a fundamental and achievable aspiration for everyone. Reading builds imagination and knowledge and helps us to make connections between people and places. Therefore, all students at Deptford Green are expected to read independently at home.

At Deptford Green, we recognise that independent learning can be challenging and requires resilience, determination and practice to succeed. Therefore, we encourage a strong working relationship and clear communication between staff, students and parents to support with building these skills.

### **This policy aims to:**

- Provide a consistent approach to home learning at Deptford Green.
- Provide a model for teachers to use when planning and setting meaningful home learning.
- Provide clarity about the roles and responsibilities for students and their parents/carers with regards to home learning.
- Outline the process of sanctions and rewards to support and encourage students in the completion of successful home learning.

## 2. Research findings supporting the home learning policy.

The planning of this policy has been written following consultation with staff, parents, and students. It has also been informed by key evidence outlined below.

Evidence compiled by the **Education Endowment Foundation** found that:

- The average impact of homework in secondary schools is positive.
- The quality of the homework was more important than the quantity.
- Learning that is linked to learning in ordinary school time is the most effective.
- On average a successful homework policy led to 5+ months of impact for student progress.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

**Cathy Vatterott (2010)** identified five fundamental characteristics of good homework :

1. Purpose: all homework assignments are meaningful & students must also understand the purpose of the assignment and why it is important.
2. Efficiency: homework should not take a disproportionate amount of time.

3. Ownership: Students who feel connected to the content and assignment learn more and are more motivated.

4. Competence: Students should feel competent in completing homework and where possible, should be able to complete it without help.

5. Inspiring: A well-considered & clearly designed resource and task impacts positively upon student motivation.

### 3. Guiding principles regarding the setting of home learning.

#### How should home learning be set and recorded?

- Home learning will be set by teachers in line with the home learning timetable outlined below.
- All home learning will be set using class charts, will have an explicit deadline and will have clear instructions to support students to complete the independent tasks.
- Home learning set on class charts should include the subject it is for in the title.
- All home learning will be set at least 48 hours before the deadline date.
- Where work is to be completed and submitted using Microsoft Teams, teachers should also set a home learning reminder on class charts as outlined above and provide a link to the relevant Teams materials.
- Links to any other learning materials, quizzes or external websites will be added to class charts. Electronic copies of any paper resources should also be uploaded to class charts for students to access.

#### How long should students spend on home learning?

- Each piece of home learning set will be designed to take students 20-30 minutes to complete.
- Students at Key Stage 3 should spend no longer than 60 minutes on home learning each evening.

#### When will home learning be set at Key Stage 3?

- For core subjects (English, Maths and Science) students will be set home learning weekly to complete. Students will also be expected to spend at least 20 minutes reading independently each day and logging their progress by completing accelerated reader quizzes.
- For non-core subjects home learning will be set bi-weekly.
- To ensure that the amount of time students spend learning independently each week is balanced as evenly as possible, subjects will set home learning on the following two-week timetable basis.

Week A	Week B
Independent reading	Independent reading
English	English
Maths	Maths
Science	Science
Art	Geography
Computing	Modern Foreign Languages
History	Ethics
Music	DT
Drama	Oracy

#### When will home learning be set at Key Stage 4?

For our KS4 students it is expected that they will complete one home learning task per subject, per week. Students should also be working on independent revision activities throughout KS4 to support with their GCSE examinations.

#### **4. Support available to help students with the completion of home learning.**

Home learning is designed to be completed independently at home, however at Deptford Green we recognise that there may be barriers which make this more difficult for some of our students. The steps below outline available the steps that should be taken to support all students to complete home learning on time and to a good standard:

- Each week, one morning of tutor time will be given over for home learning support. Tutors will check that students are using their planners effectively and will check class charts to remind students of any upcoming deadlines. Tutors should also use the weekly home learning data to have conversations with their tutees, offering rewards and further support where necessary.
- Students requiring extra help they should speak to, or message their teacher for help with sufficient time before the deadline.
- Parents should encourage students to complete home learning and where possible help to create a structured environment for independent study. Parents should support students by encouraging students to engage with help available within school.
- Students requiring additional support or access to technology should attend the home learning clubs in school. Deptford Green School is committed to providing spaces where students can receive support from staff and student home learning mentors if it is needed. Support will be available in the school library and in designated rooms advertised in school.

#### **5. Rewards for the completion of home learning**

At Deptford Green we believe that the efforts of our students should be recognised and celebrated. Whilst it is not possible to give written feedback to every piece of home learning, we will reward excellent endeavour with:

- Verbal praise.
- LORIC points.
- Good news postcards.
- Published and celebrated home learning league tables.
- Letters/phone calls/emails home.
- Independent learning uniform badges for outstanding effort in home learning.
- Special in school rewards such as lunches and film afternoons.
- Gift vouchers and other prizes awarded within each year group.
- Regular, formal awards for excellent home learning and independent work.

#### **6. Policies and interventions for the non-completion of home learning.**

Students should take responsibility for their own home learning and are expected to regularly check class charts to ensure they are keeping track of the independent work they are expected to complete.

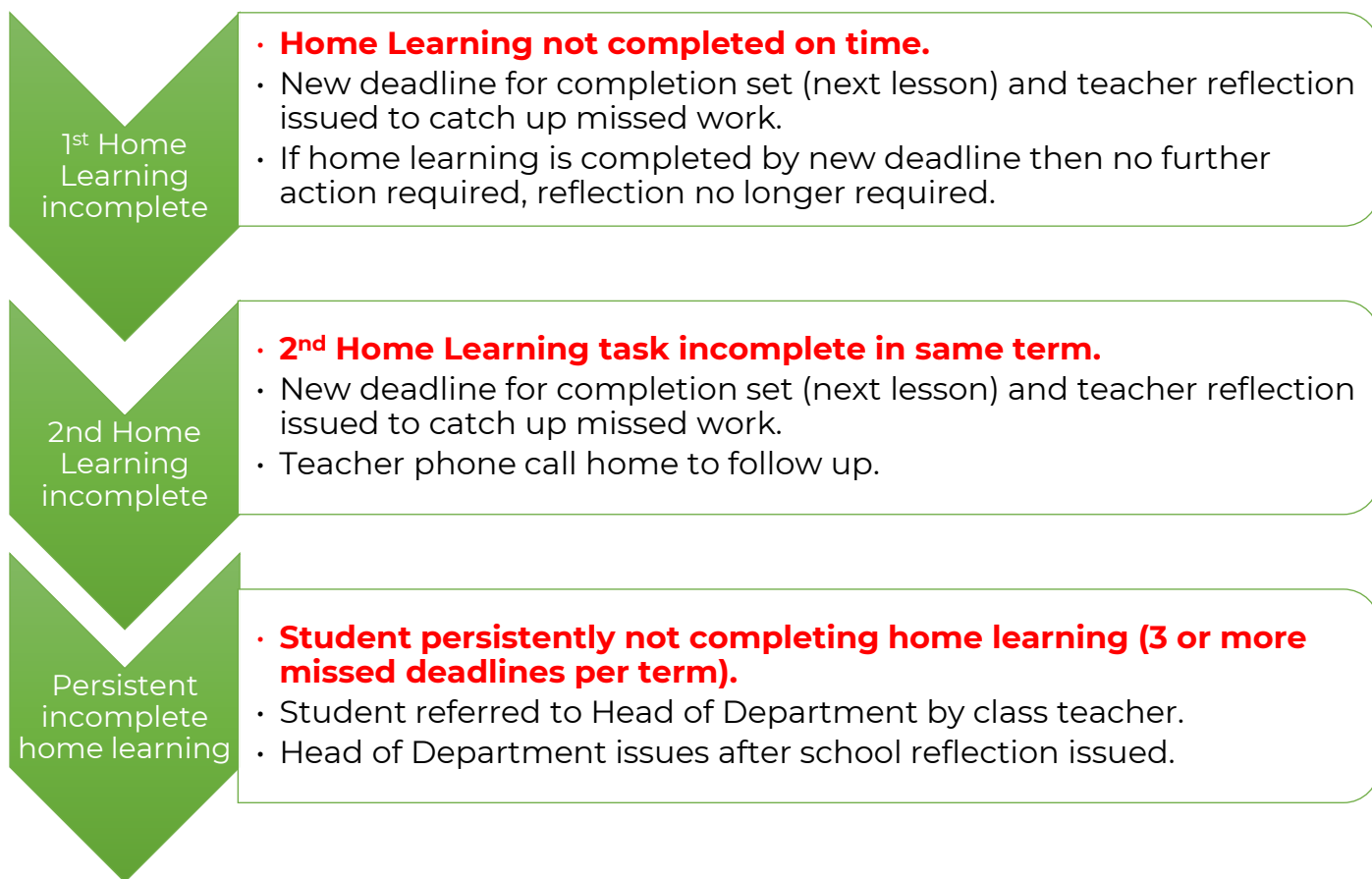
Where home learning is submitted that is inadequate or incomplete, class teachers will give students a verbal warning. Students are then expected to improve or complete the task by their next lesson with additional support where required. If this work is still not completed, then teachers should set a teacher reflection for the student and record this on class charts.

Where students have missed more than one home learning per term, teachers should contact home in order to follow up and set a further teacher reflection.

For students persistently not meeting expectations in home learning (3 or more missed pieces per term), teachers should refer these students to their Head of Department, who should place the student into the after school reflection for any further missed home learning.

At the start of each term, this process will re-set giving all students the chance for a fresh start and to get back on track with their independent work.

The steps to be taken following the non-completion of home learning are outlined further below:



## 7. Guiding principles for teachers and departments in the setting of effective home learning.



### **Prepare:**

The conventional notion of classroom-based learning is inverted:

Students are introduced to the learning material before class with classroom time. For example, through a pre-reading task.

This gives more time in lesson to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.



**Practice:**

Students demonstrate the knowledge that they have learned in lesson by applying it.

Students carry out practice questions and tasks. e.g. completing maths problems or writing an extended answer.

Scaffolding and modelling should be provided at first but should decrease over time.



**Project:**

Students undertake an independent or group project that lasts over a series of weeks.

The project should have clear success criteria, an agreed outcome and a clear deadline.

Students should be supported with opportunities to review the progress of their project and get feedback before the final submission.



**Review:**

Revisiting previous learning after a gap. The focus should be on retrieving things from memory without help.

The simplest way to put this into practice would be through a quiz, which includes questions from previous topics.

Students could be asked to carry out a 'brain dump' activity without using their notes.