



Adopted Sept. 2023, with the school working towards full implementation by Sept. 2024

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1. Purpose

In compiling this policy, we acknowledge that there will be strongly held views about the setting and completion of home learning (or homework) and we are mindful of the potential impact that it can have on busy home lives as well as the workload of teachers. For this reason, a guiding principle has been manageability: for staff, students and parents.

When developing this policy, a range of research was considered. Notably, the Education Endowment Foundation (2021) found that the regular completion of homework at secondary level can increase the progress of a student by 5 months. But, it needs to be the right kind of home learning. Put simply, **home learning should make students have to think hard about the curriculum content.**

Home learning is an integral part of the learning process. In most cases, it should not require students to learn and apply new content, but should be focused on consolidation of learning in lessons. By setting frequent home learning tasks that centre on practising (the retention and) the application of subject knowledge or skills acquired in class, teachers can provide pupils with a greater chance of fluency with the subject knowledge and skills taught (Pickering, 2003). Retrieval practice is an essential tool for improving students’ long-term memory and consolidating schemata (the method by which the brain organizes knowledge based on a past experience). It is therefore important to set home learning on specific topics over longer periods than they take to cover in class. In practical subjects, this is likely to involve applying knowledge and skills learned in class as practice, rather than as retrieval.

Research indicates that homework should not cover vast swathes of knowledge but be focused on certain areas covered in class if they are to have maximum impact. Furthermore, studies show that pupils learn more when allowed to practise fewer skills or concepts and that complex processes should be broken down into smaller chunks, or be focused on particular skills, in order to be properly understood.

Students can expect to receive a variety of tasks over time, though for the most part teacher will avoid setting:

- ‘Finishing off’ home learning that lacks a specific purpose
- Tasks that are insufficiently focused on the core learning
- ‘Extension’ tasks
- Open-ended research tasks
- Generic revision tasks with insufficient guidance

Instead, tasks that check knowledge retention and then the ability to apply it will take prominence. For the purpose of consistency, department schemes of learning should specify the outcomes that home learning set for each topic will achieve e.g. key knowledge to be retained; key skills to be practised. The list below is not exhaustive but gives an indication of the type of tasks that will be set:

Different types of exam questions	Translations / create a role play
Write a paragraph, demonstrating skills or structures taught in class	Make flashcards / Quizlets
Make a mind map	Complete a set of questions on material taught in class
Label a diagram	Seneca learning
Apply cooking techniques learnt in school at home	Folding frenzy

Revision clocks	Cornell notes: margin key points and summary
Key word definitions / applications	Creating mnemonics

2. Access

Teachers will plan home learning to ensure that it is **an integral part of their curriculum sequencing**. At the least, this will involve a consistency of task types, with banks of possible tasks available for each Year Group.

Home learning tasks will:

- Be set on Class Charts
- Follow a similar format and routine
- Be thoroughly explained in lessons
- Provide clearly defined instructions and information needed for completion
- Be supported, where possible, with documents that aid their completion
- Make explicit 'what good looks like'
- In most subjects include a mix of on-line and written formats
- Be structured to support students in preparation for key assessment periods throughout the academic year
- Not require students to print at home or assume access to other physical resources.

Regularity

Year Groups	Frequency	Duration	Completion
KS3 core subjects – English, Maths, Science (and MFL)	Once per week	Y7 & Y8: up to 30 mins per subject Y9: 30-45 mins per subject	Where the timetable allows, students will in most cases be given at least 4 days to complete all tasks. <i>If students reach the maximum time and have not completed the work, parents are asked to indicate this in students' books.</i>
KS3 option subjects (not including PE)	Once per fortnight	Y7 & Y8: up to 30 mins per subject Y9: 30-45 mins per subject	
PSHE is taught in terms 1,2,5 & 6 and doesn't set home-learning. Citizenship is taught in terms 3 & 4, with 2 or 3 tasks set during this term.			
KS4 subjects	Once per week (once per fortnight in iMedia, GCSE PE and OCR Sport Science)	45 mins-an hour per subject	

Routine

- Students will be supported to develop the skills they need to organise their time.
- Students will be issued with a home learning timetable at the start of the academic year, once all teachers have been consulted on it.
- On occasion, teachers may need the flexibility to set work on alternative date in order to best complement the learning.

3. Accountability

- Part of completing a home learning task includes giving it in on time. If a student is unable to meet a deadline due to illness, extenuating circumstances or out of school commitments, it is their responsibility to discuss this with their teacher before the due date. Sanctions will be issued to students who do not submit their home learning on the specified day in accordance with the Thomas Keble Behaviour Policy.

- It is the student's responsibility to ensure that all work is their own.
- We recognise the importance of providing prompt and actionable feedback to students. Feedback will include how well homework tasks have been tackled, and the knowledge, skills and understanding developed. A variety of methods will be used to provide feedback, such as an on-line score, an appropriate comment of praise, or area for improvement.
- Teachers should seek to explicitly demonstrate that hard work pays off, showing students what they can now do that they previously could not; making clear the positive impact on the standard of their work / their grades.
- Students will be rewarded via Class Charts where appropriate for effort, attainment and the consistent meeting of deadlines in accordance with the school's Rewards Policy.

4. Role of Parents and Carers

Parents and carers can help by:

- If possible, providing a reasonably peaceful, suitable place in which pupils can do their home learning
- Making it clear to students that they value home learning and support the school in ensuring its completion
- Encouraging students and praising them when they have completed home learning
- Checking that children have completed their home learning
- Fostering a suitable home learning routine