

Hungerhill School: Home Learning Policy



Responsible Committee/Individual	Headteacher
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Target Audience	All Stakeholders
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1. Rationale

At Hungerhill School we recognise and value the contribution that learning in the home environment can make to a young person's education. We strongly believe that it is one of the key mechanisms through which we can help students achieve their full potential. It is therefore an expectation that all teachers set appropriate home learning and that the school works in partnership with parents/carers and students to ensure that it is embedded in the learning culture of the school.

Home learning is a key component of the curriculum provision at Hungerhill because there is a strong link between home learning and educational achievement. The completion of home learning can increase the time available for study by nearly 25%: over a five-year period, this can be equivalent to at least one additional year of full-time education.

2. Aims of this Policy

Our school believes that home learning should:

- Encourage students to become more effective independent learners by developing their confidence, motivation and resilience
- Be accessible to and challenge all groups of students, extending their learning through a range of activities sustainable in and beyond the classroom
- Facilitate retrieval of knowledge and skills, help students prepare for lessons and provide reflection time to address learning targets and teacher feedback
- Support students in managing demands such as project work, preparation for (Non-Exam Assessments (NEAs) and revision
- Be assessed using a range of strategies which include teacher assessment and written feedback, verbal feedback, self/peer assessment and electronic marking and feedback.
- Give parents/carers the opportunity to become more involved in their child's learning and strengthen the partnership between home and school

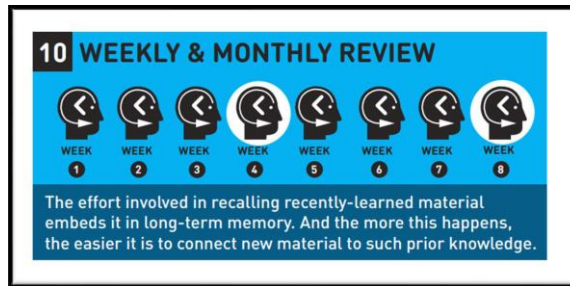
3. Equal Opportunities

Hungerhill School is committed to creating a positive learning environment where every child can achieve their potential. For this reason, at all times, we will plan home learning which is designed to meet the needs of all children: this may involve adaptations to content, task, structure, resources or outcomes.

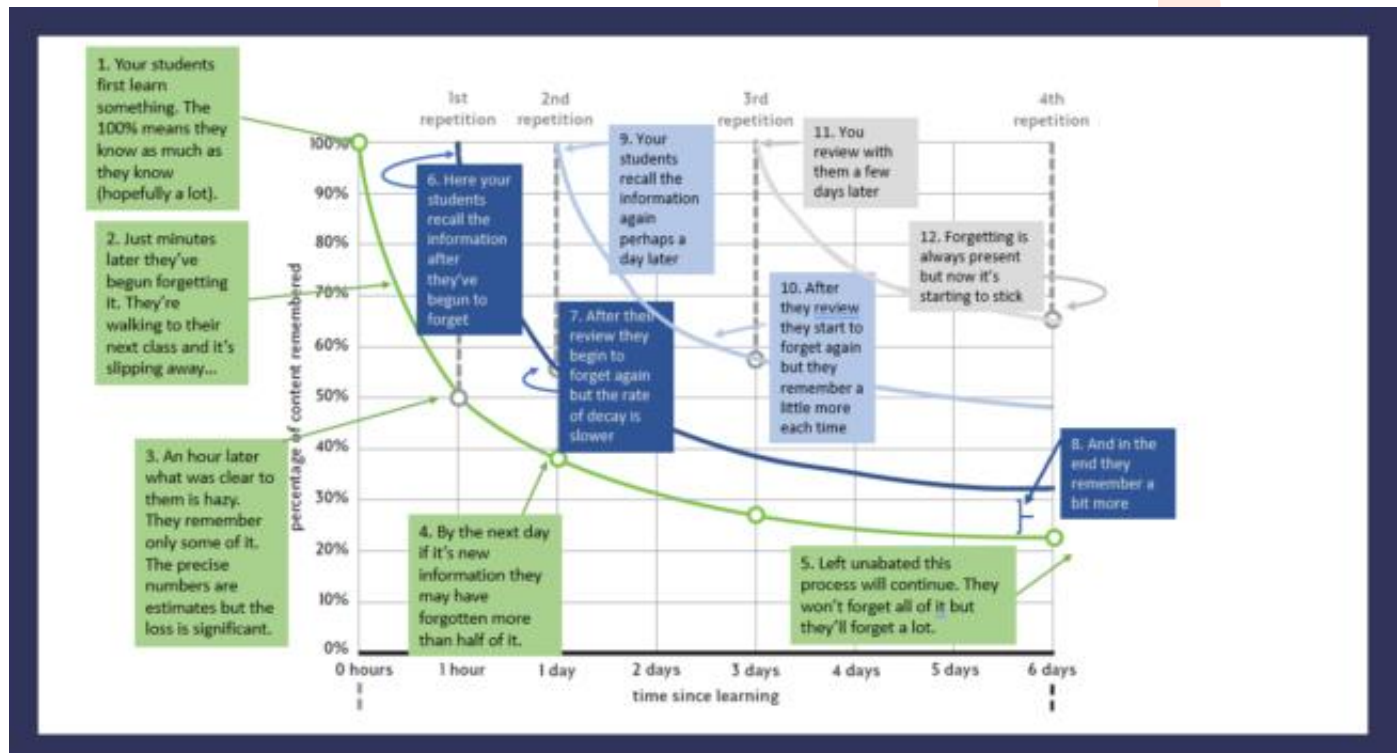
4. Focus on Retrieval

Our home learning policy is built around the importance of retrieval to embed knowledge and skills. This, however, does not exclude other home learning foci such as project work or completing essential tasks that were started in lesson time. Retrieval practice is recognised by Barak Rosenshine, as a key learning strategy, in his Principles of Instruction (see image below); this also links to the Hungerhill Principles of Excellence through the 'Review our learning' phase of lesson planning and delivery.





Through the act of retrieval, our memory for information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful strategy for improving academic performance without more technology, money, or class time... calling information to mind subsequently enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge “out” and examine what we know (*How to Use Retrieval Practice to Improve Learning, Agarwal et al.*). Doug Lemov’s annotated version of German psychologist, Hermann Ebbinghaus’ ‘forgetting curve,’ demonstrates how material that is not adequately practised and reviewed is easily forgotten and how retrieval practice can assist this process:



5. Requirements for Setting Home Learning



Home learning should be set every 2-5 lessons, depending on the contact time for each subject. Exceptions to this may be during schemes of learning in vocational/practical curriculum areas where the focus on retrieval may not be as prominent. Most home learning tasks are to be set through 'Assignments' on Microsoft Teams. There must be a minimum of two days between setting home learning and the completion date (and it would be desirable for there to be one lesson in between setting and completion date, so students have the opportunity to ask for help).

Home learning tasks can be retrieval tasks on Microsoft Forms, for example a multiple-choice quiz or an exam question. Staff will also set extended writing activities and exam practice to support students in the further application of the knowledge that they are studying in the classroom. For some subjects, these may not be the only focus and it may be necessary for students to work on other tasks, such as project work. Other online programmes such as Sparx Maths and GCSE Pod are to be used to frequently provide opportunities for students to recap and recall their in-class learning.

6. Recording of Home Learning and Support

As most home learning should be logged by teachers on Microsoft Teams through *Assignments*. It is expected that students log onto Teams daily to check for work set in *Assignments*. All parents/carers can access their child's Teams account to review the work set and help their child organise themselves. Support on how to access and navigate Teams can be found on the school website: Home – Students – Distance Learning – 'Microsoft Teams Guide'. Maths home learning is set via our online platform – SparxMaths and all GCSE subjects will use GCSE Pod as part of their home learning plans.

Students should email IT Support or go and see their teachers if they are having any difficulty with Teams or the task set.

Home learning is designed to supplement 'on-site' learning and remove barriers to learning. Through home learning retrieval activities, students can build on their knowledge to access the curriculum fully and apply their knowledge in lessons. For this reason, home learning support sessions will run from 3.10-3.40 on Mondays to Thursdays in IT1 so that any barriers for students not able to complete home learning are removed.

Time is allowed during lessons for students to record brief details of home learning, including the deadlines for assignments to be completed, in their planners. It is important that planners are filled in correctly and kept up to date as it is a valuable overview for students and parents/carers to refer to easily. Parents/carers are asked to check and sign their child's planner on a weekly basis to give them an overview of what work has been set and if their child is completing all tasks. If students have difficulty in completing the home learning, parents are expected to write a note in the planner or email the school to explain the difficulty.

7. Rewards and Monitoring Home Learning



High quality home learning and a good work ethos should be sensitively praised in class and, where appropriate, shared on other forums such as the Hungerhill Twitter account. Bonuses, rewards and positive texts to parents/carers for achievement and sustained effort should be regularly awarded for good home learning.

If home learning is not completed and submitted by the deadline, students will be issued with a negative conduct point on SIMS and their home learning effort will be reflected in their attitude to learning grades. Unless parents have informed school of any circumstances making it impossible for their child to complete a piece of home learning, students who have not submitted their work by the deadline are deemed to have not done it. A class teacher will issue sanctions, e.g. detentions, for non-completion. There is an understanding that students' learning and work submitted is in line with their ability. Ongoing concerns about repeated non-completion (3 or more times per half term) should be followed up with a phone call to parents and the relevant Curriculum Leader should be informed. Students who repeatedly do not complete home learning can be referred to the home learning support sessions as detailed in section 6.

Each week parents will also receive email notifications from Sparx and Teams to inform of their child's progress and completion of home learning tasks. It is important that school retains up-to date contact information for parents/carers.

8. Roles and Responsibilities

Stakeholder	Role
Students	<ul style="list-style-type: none"> • Ensure accurate recording of home learning in planners and check Teams daily • Ensure appropriate time is given to all home learning tasks and complete them to the best of their ability • Proof-read work for accuracy, spelling, punctuation and grammar (where applicable) • Inform the appropriate teacher if there are difficulties in completing a home learning task, well before the submission deadline
Parents/Carers	<p>We acknowledge the importance of the school's home learning partnership with parents/carers. Parents/carers can encourage and support their child in the completion of home learning by:</p> <ul style="list-style-type: none"> • Ensuring they have the necessary equipment (pens, pencils, calculator etc.) and the best possible conditions for completion of home learning; ideally a quiet room without distractions. • Having resources available, where possible, which can be used for support e.g. a dictionary, revision guide, atlas, encyclopedia, thesaurus etc. • Listening to and reading what has been written and/or asking for explanations about the subject being studied • Checking the presentation of the work, where applicable, including spelling and handwriting • Helping their child practise and learn for assessments, using the Hungerhill Study Skills where appropriate. • Checking through your child's planner and on Teams, to see that all the work has been done and then sign the planner. • Informing the school immediately of any problems their child may be experiencing in being able to successfully complete home learning. • Support their child in attending Home Learning Support if necessary. • Work with the school to resolve any issues around home learning in a supportive and amicable way
Teachers	<ul style="list-style-type: none"> • Set, monitor and assess home learning tasks in accordance with the school policy



	<ul style="list-style-type: none"> • Provide feedback on home learning tasks to ensure that students are strongly motivated to complete home learning. This may take the form of STARS, self or peer marking, electronic marking, acknowledgement marking or formal assessment with grades • Use the feedback from home learning tasks to inform subsequent planning/teaching, addressing misconceptions or gaps in knowledge • Ensure the demands of home learning are manageable, taking account of the need for differentiation • Recognise and celebrate outstanding effort for home learning through the school's reward systems • Issue appropriate sanctions if home learning is not completed, raising any concerns with parents, curriculum leaders or line-managers where necessary – see section 7.
Curriculum Leaders	<ul style="list-style-type: none"> • Ensure that home learning is being set, in line with the policy, by all teachers in the department and monitor both the quality and its impact (through auditing current practice on Teams, student voice and progress data), reporting regularly to the senior leadership link and maintaining records in the department's Quality Assurance Files. • Identify, within schemes of learning, appropriate home learning opportunities and activities to support achievement in their subject areas • Support teachers with monitoring of home learning as detailed in section 7 • Ensure concerns about non-completion of home learning are raised through line management meetings
Senior Leadership and Quality Assurance Team	<ul style="list-style-type: none"> • Monitor the implementation and effectiveness of this policy and provide a strategic lead on any developments in this area. The policy will be reviewed regularly with students, staff and parent representation. • The school's quality assurance team, including Curriculum Leaders and the Senior Leadership Team, will review the frequency and quality of home learning through Teams (and work scrutiny where applicable) in addition to receiving weekly reports from SIMs.

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