

Hungerhill School: Home Learning Policy



Responsible Committee/Individual	Local Governing Board
Author	Deputy Headteacher Associate Assistant Headteacher
Target Audience	All Stakeholders
Date Policy Agreed	Summer 2026
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Headteacher Signature	
Local Governing Board Representative Signature	



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 coursework 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

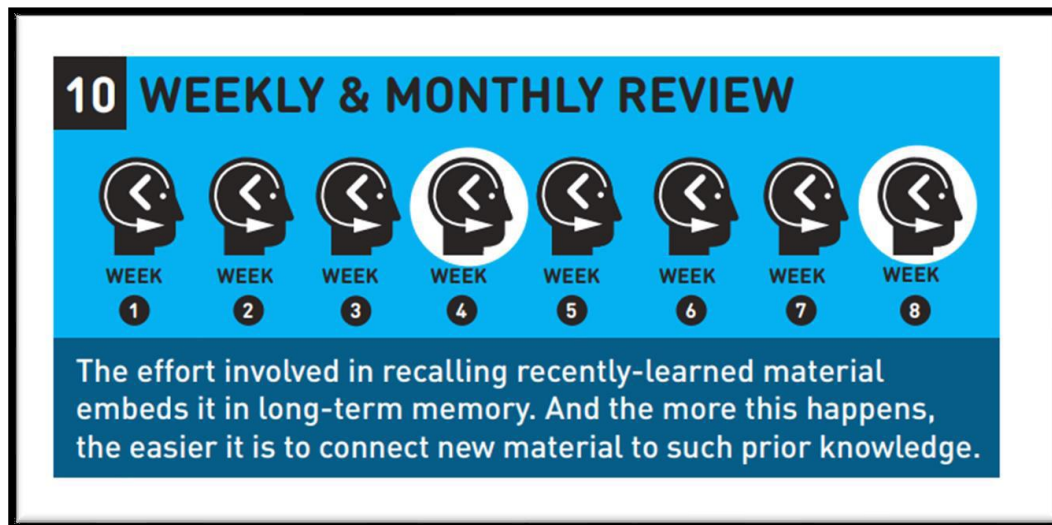
Hungerhill School is committed to creating a positive learning environment where every child can achieve their potential. For this reason, at all times, we will plan home learning which is designed to meet the needs of all children: this may involve adaptations to content, task, structure, resources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

In addition to this a home learning club is run every school day from 15:10 – 15:40 in the library where students have access to computers and a dedicated member of staff to help with any issues students may have with their homework.

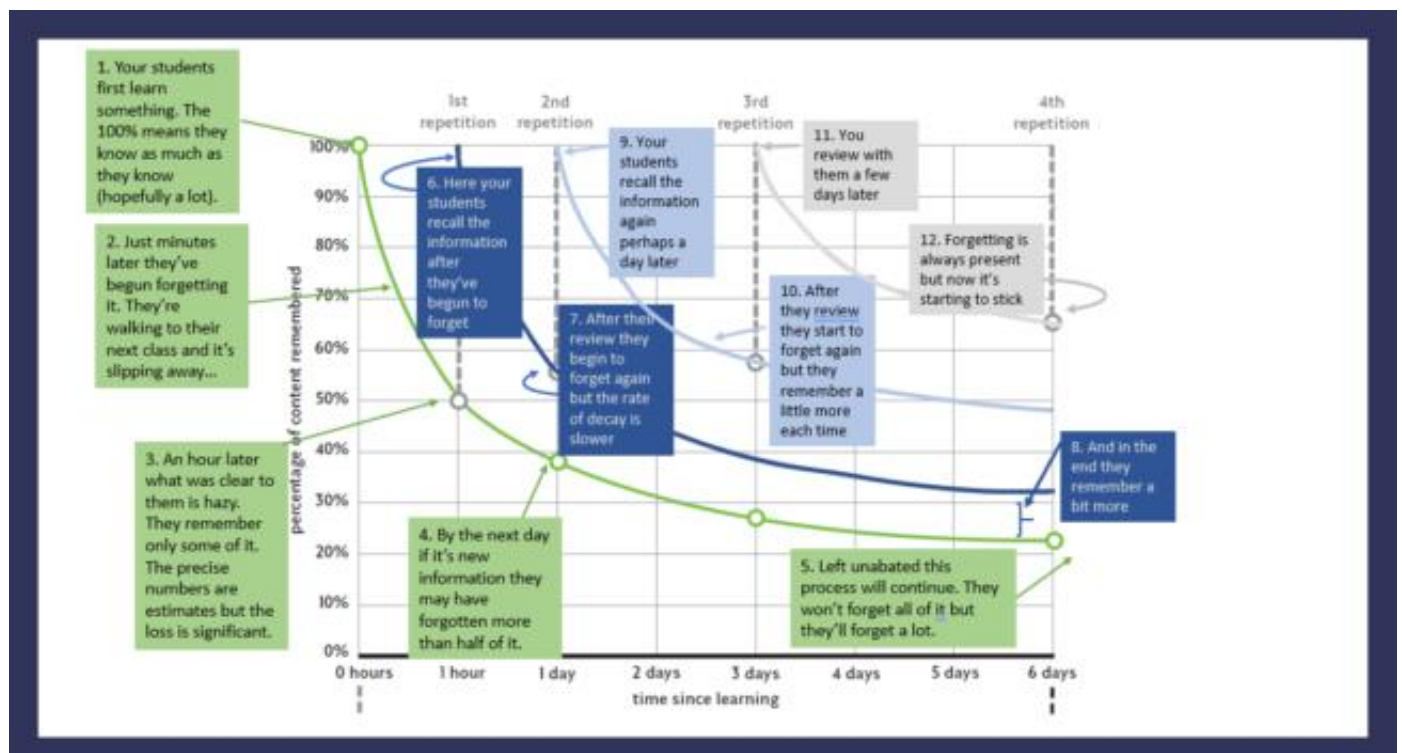
4. Focus on Retrieval

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 in the 'Review our learning' strand.



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 forgetting curve’ demonstrates how material that is not adequately practised and reviewed is easily forgotten and how retrieval practice can arrest 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, determined by the overall curriculum weighting. All home learning tasks must be set through class charts. 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 can ask for help. Students also can ask for help directly from their teacher via class charts.

Home learning tasks can be retrieval tasks on third party software like Seneca, Sparx or 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.

6. Recording of Home Learning and Support

All home learning should be logged by teachers on class charts. It is expected that students log onto class charts daily to check for work set in the homework section of their account. All parents/carers have access to their own parent account on class charts where they can review the work set and help their child organise themselves. Support on how to access and navigate class charts can be found on the school website: Home → Parents → Class Charts

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

7. Rewards and Monitoring Home Learning

High quality home learning and a good work ethos should be sensitively praised in class. Where appropriate it should also be shared on other forums such as the Hungerhill Twitter, Facebook or LinkedIn account. Completed home learning will be logged on class charts by the class teacher. A monthly prize for a member of each form will be awarded based on their home learning performance in all subjects. A termly prize of a certificate during assembly for home learning excellence is also awarded to students.

If home learning is not completed and submitted by the deadline, students will be issued with -2 points ('- home learning issue') on class charts and their home learning effort will be reflected in their attitude to learning grades. Parents are automatically updated via class charts on any missed home learning. 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. 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 3.

8. Roles and Responsibilities

Stakeholder	Role
Students	• Check class charts daily for new home learning. • 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	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: • Ensure they have a class charts account for parents and regularly log in to check what home learning tasks their son/daughter have assigned and encourage completion if necessary. • 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. • 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 practice and revise for tests. • Informing the school immediately of any problems their child may be experiencing in being able to successfully complete home learning. This can be done via class charts to the relevant teacher or via email. • Work with the school to resolve any issues around home learning in a supportive and amicable way
Teachers	• Set, monitor and assess home learning tasks in accordance with the school policy. • 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. See section 7. • 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/Home Learning Champions	• Ensure that home learning is being set, in line with the policy. Using the half termly home learning report or the analytics section of class charts. • Ensure all teachers in the department are logging the completion of home learning and giving rewards in line with the school policy – see section 7. • Ensure all teachers in the department monitor both the quality impact of home learning (via the 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	• Provide regular reports on setting of homework, logging completion of homework and completion rates to hold students and staff to account. • Provide regular reports on key cohorts to identify areas of weakness. • 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).
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