

# HAMPTON COLLEGE: HOME LEARNING POLICY

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## RATIONALE

"Homework is not an optional extra, but an essential part of a good education." - 1999 *White Paper, Excellence in Schools*

Home learning is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Not all home learning is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Home learning enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

## THE VALUE OF HOME LEARNING

**Home learning has the most positive impact on student learning when:**

- It is done by the student to the best of their ability.
- Students have a quiet, designated place at home to complete homework.
- Students develop a routine for completing homework at home.
- Parents are supportive and encouraging.
- Teachers plan for home learning as an integral part of the student learning experience. Setting long, tedious home learning does not improve student learning

**How home learning supports learning and development:**

- Supports classroom practice enabling students to consolidate and extend learning.
- Enables students to practice skills learnt in the classroom and so deeply embed knowledge.
- Allows students to prepare for new learning activities.
- Allows students to access resources not available in the classroom.
- Promotes personal and independent research skills.
- Allows for differentiation where more able students extend their learning.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- Encourages key behavioural skills such as self-reliance, time management and personal organisation.
- Allows for the testing of knowledge and the practicing of techniques pertinent to criteria for assessment in examinations.
- Engage parental co-operation and support.
- Create channels for home school dialogue.

## SETTING AND MARKING OF HOME LEARNING

- Home-learning will be set regularly - please see the guidance on expectations of how much a student should be completing in each year group for each subject.
- Home learning must be planned for as an integral part of student learning. High quality, coordinated, interesting and well planned home learning will support student achievement.
- Home learning must be purposeful, realistic, meaningful and appropriately challenging for all students.

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- Clear deadlines for completion must be provided by the teacher at the time the homework is set and recorded on the school's management system (Brom Com).
- Home learning will be marked, assessed and feedback will be provided to the students in line with the School's Assessment, Recording and Reporting policy.
- During Key Stage 3, Independent Study will also make up part of the student's home learning allocation. During this time students should engage with personal learning to enhance, support and extend their own learning. Tasks for Independent Study will also be set and monitored by subject teachers.
- At KS3 teachers may choose to set extended projects over a number of weeks. These projects are to encourage students to organize their time in preparation for more independent study and coursework at KS4.
- All KS3 students are set reading home-learning at the start of every half-term (re-launching late September 2020). This may be a recommended fiction text or links to non-fiction articles that have extended links to that term's curriculum schemes of work. Progress points will be given to those students completing the reading home-learning. Students will be given additional challenges to complete and reading prompts. Students who complete all of the book prompts for the year will be given a reward.
- All staff will embed opportunities for students to develop their vocabulary and spelling in home learning and ensure that reading skills mature and are supported. This will give students opportunities to learn spellings and definitions of key academic vocabulary.
- All staff will reinforce wider reading and will offer suitable suggestions to support their learning outside of the classroom through fiction and non-fiction texts. This may feed into their extended reading for home-learning at KS3.
- Students will be given opportunities to read in both lessons and pastoral time, with a range of activities designed to develop their fluency, accuracy and understanding, including silent reading sessions where they will be expected to bring in their own reading material from home.
- Independent revision is an important skill and should be a key part of home-learning throughout KS3, 4 and 5. Students will be given guidance on how best to revise for different tests and examinations, but this could include attending extra sessions, watching a video on YouTube or creating a revision booklet.

## EXPECTATIONS: HOW MUCH AND BY WHOM?

### Key Stage 3

Each curriculum area sets the following amount each week.

Key Stage 3	Time per week		
	Year 7	Year 8	Year 9
English	30 mins	30-45 mins	45 mins
Maths	30 mins	30-45 mins	45 mins
Science	30 mins	30-45 mins	45 mins
MFL	30 mins	30-45 mins	45 mins
Geography	30 mins	30-45 mins	45 mins
History	30 mins	30-45 mins	45 mins

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Technology, RE, PD, ICT and Art home learning will be set once a fortnight and may take the form of a topic based approach. There will be no official home learning set for PE, Music or Drama. However, students should be aware of the following opportunities in these subjects and utilize their time after school and weekends to develop their skills and knowledge in these subjects.

## **Additional Guidance**

### **Music**

In Music, students are strongly encouraged to take advantage of the department's vast extra-curricular provision which is open to all students and ranges from a variety of staff-led ensembles and peripatetic music lessons to use of the bookable practice rooms and classroom facilities (instruments and PCs). Many students rehearse in the music department during lunchtime and after school. Participation in Hampton College music ensembles is heavily encouraged by the music department, as is independent practice when facilities are available. Rehearsal in groups, as an individual and at home or in school is considered home learning in music. For those students who prefer a more digital approach to home learning the music department subscribes to a fantastic online resource called Focus On Sound - students have their own unique logins where they can access a wide range of learning and revision activities. If your child does not know their login details these can be found in their class group on Teams.

### **Drama**

The Drama Department has an array of extra-curricular provision allowing them to compete and take part in local and national festivals as well as showcase their work at celebration evenings throughout the year. The department directs and produces a main school play every year that is open and accessible for all students; whether they take a performance role or like to help back stage. We ask pupils to take advantage of the Drama studio's open door policy at breaks and lunchtime for students to rehearse and polish their class work. Throughout KS3 there are pivotal moments where the understanding and development of performance skills are assessed through script work. It is a requirement that pupils learn these lines in order to succeed when assessed. At the end of each year every year group in key stage 3 undertakes a performance project where they independently create a performance and with this have to embed theatrical devices (sound, costume, set). We ask pupils to research and find specific elements and materials in their own time in order to support their ideas and performance.

### **PE**

In PE your child will formally take part in two lessons per week that last an hour each. In that time, they will take part in a range of Individual and team Games, Individual activities and Physical and Health Promoting exercise. These may include types of invasion, net and striking games, athletics, cycling, dance, gymnastic or health and fitness related activities. The aim is to develop your child's skills and the application of these skills in more competitive and challenging scenarios and events, as well as improving their general health and wellbeing.

In addition to the 2 hours of formal PE lessons per week the PE department also offer a broad and balanced range of extra - curricular activities for the students that are advertised to them on a termly basis.

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As per Government recommendations you can encourage your child to be active for at least 60 minutes per day. This could be through participating in organised and competitive team and individual sports and fitness type activities, such as the local football or rugby team, going to organised Dance and Gymnastic groups in the local area or even to community fitness classes. This could also be a recreational activity such as cycling or walking in the local area or to school and could even include playing sports and games with their friends or family at the park.

These activities are often discussed in school and are usually logged in their PE 'Pupil Performance Portfolio' once per term, as a record of participation in sports and activities outside of normal lesson time.

## Key Stage 4

Each curriculum area sets the following amount each week.

Key Stage 3	Time per week	
Subject	Year 10	Year 11
English	45-60 mins	60 mins
Maths	45-60 mins	60 mins
Science	45-60 mins	60 mins
Option subjects will have 60 mins per week, per subject as appropriate.		

RE and PD home learning will be set as necessary and may take the form of a topic based approach.

There will be no home learning for Core PE.

## Key Stage 5

Each student will be set home learning and be expected to carry out their own personal study which will amount to the equivalent of at least four hours per subject per week.

This is decided by each department area in collaboration with the Senior Leader with responsibility for Curriculum on completion of the school timetable.

## HOME LEARNING TASKS

Home learning can be:

- Independent learning
- Consolidation of work in class
- Practice - learning by doing
- Completion of course work assignments
- Research
- Reading
- Interviews
- Drawing
- Using ICT
- Recording
- Revision for tests and examinations

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## PROCEDURE REGARDING CONCERNS OVER ENGAGEMENT OR HOME LEARNING COMPLETION

- When home learning is not completed, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then the following sanctions should be used:
  1. Class teacher - discussion and negotiation with student and record place on school's management system.
  2. Head of Department - discussion and negotiation with referred student, and record on school's management system. Letter to parents and detention if necessary and an on-going problem.
  3. Tutors - identifying students with homework problems across several curriculum areas and refers to Head of House. Head of House discusses and negotiates with student, applies sanction or support where appropriate.
- If a parent is concerned over any aspect of home learning, they are encouraged to contact the school immediately either phone call or by email.
- Home learning will be monitored by Heads of Department and other school leaders as part of on-going work scrutiny and quality assurance measures.

## INCENTIVES

High quality home learning and a good work ethos should be sensitively praised in class. Where appropriate, home learning should be included in display work. Rewards for achievement and sustained effort may be awarded for good home learning. For exceptional pieces of home learning, a department letter or postcard may be sent home.

## RESPONSIBILITIES

### The role of the student

- To listen to home learning instructions in class.
- To either copy down instructions for the task and deadline date into the student planner or regularly check Brom Com for home learning posted.
- To ensure that home learning is completed and handed in to meet the deadline.
- To attempt all work and give their best.
- To inform the class teacher of any difficulties.

### The role of the Form Tutor

- To include home learning in student mentoring where appropriate.

### The role of the Class Teacher

- Set home learning and record on 'Brom Com'
- Provide the stimulus.
- Give full and comprehensive instructions.
- Set deadlines for completed work and ensure that they are met.
- Mark and return all home learning promptly.
- Provide help and support.
- Inform the Head of Department, Tutor and Head of House, as appropriate, when problems arise.
- Ensure the home-learning task is relevant to the child's ability and individual needs and provide support if necessary.

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## The role of the Head of Department

- To seek to enhance the quality of homework set.
- To monitor and evaluate home learning set.

## The role of Parents

The role of the parent is crucial if a child is to gain success from home learning. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with the student when home learning is to be done as a student's free play is important too.
- Checking the time spent on individual tasks.
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under pressure.
- Checking presentation and content of all home learning being returned to school.
- Providing the school with information about any problems through the student planner or by contacting the school directly.

## Policy review

This policy is reviewed every three years or sooner if there are statutory guidance updates.

## APPROVED BY GOVERNORS:

M Patchett

October 2020

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SIGNATURE

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NAME

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DATE

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## APPENDIX A

### a) Procedures for Non-Completion of Homework

Homework should be seen as the norm within the school and students will be expected to complete this regularly and to the best of their ability.

Homework assignments should not be given out in a punitive manner.

As far as possible, students should feel that homework is closely related to the work they are engaged in within school and is relevant to their own understanding of their needs. This may mean for some students in some subjects that they should be set different homework assignments from the rest of the group so that they have a chance to overcome some of their weaknesses or extend their capabilities in certain areas. As always, encouragement and praise for genuine efforts should be generous. Mere token efforts should be exposed as such and the futility implied in that kind of work made clear.

If homework is not completed then appropriate pressure should be brought to bear on the student involved. Genuine problems should be dealt with sympathetically.

If the problem is repeated then suitable sanctions may be applied, for example teachers giving a detention of their own or a whole school detention, informing parents of the problem by a telephone call, letter, student planner or by department report. By issuing their own or whole school detentions via the system persistent failure to complete homework will be recorded and so Form Tutors are able to identify persistent offenders across a number of subjects. Form Tutors should then send a letter home to inform parents and inform the Head of House. If the problem persists the Head of House will co-ordinate further action to remedy the problem.

### b) Use of homework for coursework completion

At least once per year all departments must have an extended piece of homework (one which lasts for at least three weeks) in Years 7, 8 and 9. This is to help students prepare for Key Stage 4 examination coursework to help them develop research skills and to allow them to have opportunities for extended writing. It must be divided up into discrete units that can be done in weekly sections.

In Years 10, 11, 12 and 13 students will need to complete coursework in many subjects. This may replace homework at key times of the year. The coursework tasks need to be carefully defined in the same way that homework is set.