



North Liverpool Academy

Home Learning Policy 2016-17

RATIONALE

Home learning is an invaluable opportunity for students to continue their learning outside of the timetabled curriculum. When home learning tasks are set and completed effectively, it becomes a crucial way of raising standards in achievement and encouraging the student to develop a positive attitude to learning that they will carry with them for the rest of their life.

AIMS

Home learning provides students with the opportunity to:

- develop a passion for learning and enjoyment from their subjects
- recap and consolidate their learning over time
- develop independent study and research skills
- be creative and engage with the curriculum by 'growing' learning time of their own
- be challenged through extension and enrichment activities
- prepare for future lessons through 'flipped' learning
- develop their understanding of the 'rationale of excellence' in their work
- revise and prepare for examinations or key assessments (coursework)

Teachers

Home learning enables teachers to:

- assess work and inform their future planning and teaching
- give students individual feedback on their progress
- work in partnership with parents to support their child's learning
- provide exciting opportunities for students to enjoy their subject

Parents Carers

Home learning enables parents/carers to:

- engage with and support their child's learning including building positive attitudes and skills
- support the home/academy relationship by working in partnership with their child's teachers
- understand the importance of developing independent learning and revision skills



CURRICULUM AREA POLICY

In order to reflect the diversity of assessment used across curriculum areas, it is most appropriate for curriculum areas to adhere to a policy that reflects their subject's needs:

- when home learning will be set and assessed
- how much home learning should be set
- types of tasks including differentiated materials with a clear rationale for their purpose and value and how this will impact upon the students' learning
- how home learning relates to the programme of assessment within a scheme of learning
- how students will be rewarded and sanctioned for the completion and non-completion of their home learning
- how and when home learning will be monitored by curriculum leaders
- how and when students will receive feedback on their work

Curriculum area teams will consider the most effective way of enhancing students' learning beyond the classroom and bear in mind that there are many models for doing this. For example in subjects with a strong focus on reading and writing skills, it may be appropriate to set weekly or fortnightly home learning tasks to consolidate work covered in lessons. However, other subjects may set a large research project that runs over an entire half term and gives students an opportunity to explore an element of a topic studied in the classroom in depth.

Both the overview policy document and the curriculum area home learning details will be available to parents and carers upon request as well as being displayed on the academy's website.

Expectations

Home learning should be engaging, enriching and fun activities that are instrumental to students developing both routines and habits of extended learning

When will home learning be set?

KS3

One quality piece of home learning per week which is relevant, differentiated, fit for purpose, fun and promotes the consolidation of learning as part of a learning journey



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Home learning tasks must also provide the opportunity to measure the progress that a student has made in their learning journey outside of the classroom over the key stage.

KS4

One quality piece of home learning per week which is relevant, differentiated, fit for purpose, fun and promotes the consolidation of learning as part of a learning journey.

The task should provide opportunities for students to build independent research skills as well as the personal attributes of determination, reflection and risk taking. Moreover, the task should provide an opportunity for assessment with detailed feedback upon the quality and accuracy of the task with specific reference to SPAG (spelling, punctuation and grammar), if appropriate.

KS5

The expectation is that students should aim to complete both directed and self-directed independent study for their chosen subjects. There is a minimum expectation that students should be doing as much study outside the lesson as in it i.e. 4-5 hours per subject per week.

Home learning tasks

All tasks should be designed to have an impact on learning and achievement. Where tasks are started in class, they should only be set to be completed with specific criteria and where the teacher believes it will have an impact on learning. Tasks could include:

- Completing in-depth tasks started in classes e.g. completing a coursework essay or extending/improving a piece of writing.
- Independent learning e.g. researching a project or preparing a presentation/list of questions on a specific topic
- Consolidation of work covered in lessons e.g. maths exercises
- Demonstration of a skill or concept
- Reading and related tasks to demonstrate understanding
- Interviews e.g. with an elderly person for health related studies, officials, questionnaires etc.
- Use of ICT e.g. creating a PowerPoint or media text
- Drawing or art work
- Coursework assignment preparation



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- Revision tasks e.g. practice questions
- Project Work e.g. an in depth investigation of a topic over a half term period

Praise

In addition to the feedback offered in line with the curriculum team policy, students should be praised for effort and achievement in the work they complete out of academy. This could include:

- Certificates/Praise postcards
- Positive notes in Learning Journals to parents/carers
- Letters home
- Excellent work may be celebrated in classroom displays
- Good work or consistent effort may be acknowledged in achievement assemblies

If we want home learning to be effective and teach students the importance of organisation and time management, it is crucial that we address those times when students don't meet deadlines.

MONITORING AND RESPONSIBILITIES

Role of Student

- To write down tasks and deadlines in their student planner
- To ensure that work is completed to the best of their ability
- To submit home learning tasks on or before the deadline set
- To inform the class teacher if they are having difficulties before the deadline. Being away on the day that homework is set is not an excuse for not doing it¹
- Problems with homework should be resolved before the deadline. If necessary, students should see the member of staff concerned for help.
- As in all things, we expect students to take pride in doing their best.

Role of Parent

- Parents/carers should support students with their home learning but accept that their role will become less important as students become more responsible and independent.
- Parents/carers should try and provide a reasonable place where students can work or encourage them to make use of the academy's facilities e.g. the library
- Parents/carers should encourage students to meet deadlines.



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- If parents/carers feel that insufficient or too much homework is being set, they should contact the class teacher or tutor who will investigate the situation.
- Parents/carers should make it clear to students that they value home learning and support the college in explaining how it can help them to progress.
- Parents/carers should encourage students and praise them when home learning is completed.

Role of Class Teacher

- To follow the curriculum team policy in setting of home learning tasks
- To give full and clear instructions to enable students to complete tasks effectively
- Set clear and reasonable deadlines in line with the curriculum team policy. This must be a minimum of two evenings for completion of the work
- Follow the home learning policy in following up students who have not met deadlines
- Offer feedback to students within a reasonable time
- Provide help and support if a student is having difficulties
- Ensure all tasks are appropriate and differentiated according to students' needs

Role of Form Tutor

To check student planners and inform the Pastoral Manager if deadlines are persistently not met on more than three occasions in different subjects

To check that students are recording home learning tasks and deadlines in their student planner

To check that student planners are being signed regularly by parents or carers

Role of Curriculum Area /Team Leader

To monitor how assignments are being set in accordance with the curriculum team policy

To ensure the quality of feedback given is specific, consistent and helpful

To review the effectiveness of the curriculum team policy and make adjustments as necessary

To respond to queries and concerns raised by students, parents and carers about the amount, frequency and quality of assessment of home learning tasks.



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Role of Heads of House

- To work in partnership with the Curriculum Leaders in monitoring individual students and their respective house's completion of homework
- To monitor through the students' planners, the frequency of home learning
- To provide a record of all monitoring to the SLT link.

Role of SLT

- To monitor curriculum team policies for home learning and ensure that they provide rigour and challenge
- To evaluate staff, student and parent/carer response to home learning programme
- To review this policy
- To respond to queries and concerns that are raised about this policy