

## **Stretford High School**

### **HOME LEARNING POLICY**

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## Rationale

Home Learning at Stretford High School is an integral part of the curriculum which contributes to achieving good or better progress alongside high levels of engagement for all our students. We believe that Home Learning supports the development of skills and excellent habits which will enhance learning while at school and prepare students very well for future work and life.

## Aims of the Policy

1. To develop further skills of independence, inquiry and investigation into areas of personal interest.
2. To ensure full and appropriate coverage of curriculum content and to provide opportunities for assessment suitable for all learners.
3. To consolidate knowledge, understanding and skills covered in class and extend and deepen knowledge and understanding further of particular topic/subjects.
4. To relate theoretical topics studied in school to the home and the outside world.
5. To promote and develop further attributes of reliability, responsibility, self-confidence and motivation, resilience, initiative and organisation.
6. To provide opportunities for students to discuss their learning with their parents/carers.
7. To provide a whole school consistent approach to home learning with a clear framework for implementation.

## Home Learning Opportunities

Stretford High School aims to ensure that students receive a variety of home learning tasks and activities in order to engage and enthuse students as well as offering appropriate stretch and challenge opportunities.

### Types of Home Learning

*Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:*

**Consolidation exercises** e.g. maths, including memorisation of tables • practising for mastery e.g. spelling words • revising information about a current topic • practising words of phrases learned in a language other than English • reading for pleasure • essay writing

*Preparatory home learning – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:*

**Background reading** • Reading e.g. English text for class discussion • Researching topics for a class unit of work • Collecting items e.g. geometric shapes

*Extension assignments – encouraging students to pursue knowledge individually and imaginatively, including:*

• writing e.g. a book review • making or designing something e.g. an art work • investigations e.g. science, social science • researching e.g. history, local news • information and retrieval skills e.g.

using a home computer to find material on the internet • monitoring e.g. advertising in particular newspapers

Stretford High School takes regard for equality issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged and facilities are available in school if required, for example access to the school library at lunch time and after school.

Stretford High School recognises that Home Learning is most effective when:

- There is consistent practice across the school
- Home Learning is given according to the timetable so everyone knows what to expect each week
- Home learning is recorded in the learning journal provided
- Students/parents/carers are clear about what they need to do
- There are high expectations
- Students receive constructive and regular feedback with clear steps for future improvement

## Home Learning Cycle

Home Learning should be issued according to the cycle below and in appropriate amounts specified, with the exception of PE in Year 7/8 and core PE in KS4.

Year Group	At least once per week	Once per Week	Project – every half term	Time to be allocated for each subject up to:
7	English, Maths and Science	Languages/Humanities /Technology	PEXA/Stret Bac	30 minutes
8	English, Maths and Science	Languages/Humanities/Technology	PEXA/Stret Bac	40 minutes
9	English (Language and Literature), Maths and Science	Options	PEXA	50 minutes
	<b>At least once per week</b>			
Years 10 and 11	English, Maths and Science	Options		At least 60 minutes

It is recognised that for practical subjects at KS4, project work set over a number of weeks are acceptable home learning tasks. PEXA subjects may require KS4 pupils to attend after school/intervention clubs to complete the practical elements of the course as home learning tasks.

Home Learning year timetables are to be found in student planners and also on the school website.

In addition all Home Learning for each curriculum area including descriptions of tasks to complete can be found by logging on to Class Charts. All students and their carer have personal access codes

to see individual homepages for each pupil. The overall home learning calendar can also be accessed via our www for each week.

### Roles and Responsibilities

For the School Home Learning policy to be successful, it is expected that:

#### **The School will:**

- Provide home learning journals
- Create a realistic home learning timetable and display on the school's website
- Give clear guidelines for teachers and students
- Provide library access
- Develop classroom practice to enhance home learning opportunities across the school
- Contact parents if students are not completing home learning
- Monitor and evaluate the Home Learning Policy

#### **The teachers will:**

- Set and assess home learning regularly according to the student's timetable and allow them reasonable time to complete it
- Clearly explain assignments and monitor home learning journals
- Ensure all learners are prepared well to complete tasks or activities set
- Mark work promptly and give constructive feedback
- Contact parents when issues arise
- Give rewards and impose sanctions in accordance with school policy
- Monitor and evaluate the home learning policy within their different curriculum areas

#### **The students will:**

- Record all home learning given in their journals
- Ensure they understand the task by asking the teachers
- Organise sufficient time to do the work
- Demonstrate a commitment to home learning
- Produce high quality work
- Hand completed work in on time
- Inform the class teacher in good time should any difficulties arise

#### **Parents and Carers will:**

- Help their child/children to establish a routine whereby home learning tasks are completed on the day they are set
- Provide an appropriate place where study can be undertaken
- Discuss home learning tasks with the young person regularly
- Check that tasks and presentation of tasks have been completed and sign the journal weekly
- Contact the school if there are any difficulties

## Marking and Feedback

Home Learning will be checked and marked using a variety of methods, for example:

1. Light Touch Marking with recognition of effort either through use of subject specific stamp/sticker or brief written comment
2. Deeper marking whereby strengths (STRs) and 'even better if...'s (EBIs) are noted although in less detail than a full in depth marking. Highlights may not have been used to identify STRs and EBIs in the work although there is an expectation that students act on the marking e.g. correct spellings/ improve part of the work as identified by the teacher and this can be done as part of the next lesson's 'Do Now' activity (the first task of the lesson).
3. Full in depth marking in line with the school marking policy of STRs and EBIs using the school sticker for feedback with an expectation of a full student response in order to identify next steps in their learning or their recipe for future action. This could be as a formal assessed piece of work at the end of a cycle of learning and be used to contribute to the student's overall 'working at' level or grade for that particular assessment cycle.
4. Peer assessment or self-assessment. Although this will be validated by the teacher with a comment such as **'I agree'** or **'Good target'**
5. Presentation in class in groups or individually
6. Via Do Now's or plenaries
7. Class test e.g. spelling test or quiz
8. Project e.g. extended piece of research or art work
9. Display work
10. Outcomes of controlled assessments/examinations

## Marking for Literacy

Stretford High School is committed to helping all our students develop literacy as we understand how important it is to access all subjects and to support future learning and employment. When 'deeper marking' or beyond, teachers will use codes to help our students identify areas for development within their literacy. Some are shown below.

Code	Meaning
^	A word left out or to show where to add more writing
*	See comment next to * below
sp	Written in margin :students at the start of the next lesson must correct the spelling mistake
//	New Paragraph
p	Punctuation mistake (the teacher circles error or omission and corrects if appropriate) (Basic punctuation includes commas, full stops, question marks, apostrophe, speech marks and capital letters)

	(more advanced includes colons, semicolons brackets and exclamation marks)  Where the teacher has circled a punctuation error and not corrected it, it is the responsibility of the student to make the correction. (Maths - check the calculation)
<b>?</b>	This part (underlined) is confusing
<b>g</b>	Issue with grammar that needs addressing. Student is to re-read the sentence and correct accordingly.
<b>WOW</b>	Indicates the effective use of specialist terminology impressive choice of word - This is to be referred to as a 'WOW' word
<b>STR</b>	Strength - what the students have done well in for the respective piece of work
<b>EBI</b>	Even better if... Students given a comment on what they need to do to improve.

Heads of Department are responsible for making sure that this information is accessible to all students.

### **Standards of presentation**

We expect that all students to take pride in their presentation and should aim to present their work as neatly and accurately as possible. Black or blue pen should only be used for written work and a pencil for diagrams and graphs. Students may use a different colour of pen if responding to feedback. Rulers should be used to produce straight lines and underline titles and dates. Where mistakes have been made in pen, the mistake should be crossed out using a single straight line using a ruler. Correction fluid is not acceptable.

Presentation which is of a poor quality will be challenged and the work should be re written. If a student requires support with this, this will be coordinated by the subject teacher.

## Rewards and Sanctions

Stretford High School believes that the highest level of participation in home learning can be maintained with the use of the following rewards and sanctions:

### Rewards:

- Students will receive Class Chart points for good work which will be awarded by the teacher on a weekly basis
- Positive comment/stamps/postcards/ stickers from the class teacher following marking and feedback
- Exemplar home learning will be shared with the class
- Quality home learning assignments and projects will be put on display in curriculum areas as models of excellent practice
- Academic Schools weekly award and Headteacher's weekly award
- Progress and Achievement award events throughout the school year
- Headteacher's half termly Home Learning Project Award

### Sanctions

The appropriate Behaviour for Learning Policy sanctions should be employed if a student fails to submit home learning on the required day, unless sufficient circumstances or evidence is provided which allows teachers to use their professional judgement and grant an extension. High expectations should be consistently conveyed to the whole class in order to ensure that students meet deadlines and know that sanctions will be imposed if they fail to meet the deadline.

### The teacher will:

1. Issue a warning, give an opportunity to submit the home learning and write a note in the student's journal
2. Issue a teacher sanction and call home if the home learning is not re submitted as requested
3. If the problem is persistent, issue a department lead detention/sanction and telephone home with the support of the Head of Department
4. Record all incidents on non-completion of home learning via the Schools Information Management System (SIMS)
5. If the Home Learning issue continues to persist and there is no improvement demonstrated on behalf of the student, the teacher will send a letter home in order to organise a meeting of concern. This letter will be coordinated via Student Services in liaison with the class teacher with notice given to the Head of Department (this would be the case after the 4<sup>th</sup> non completion of home learning in each half term). Monitoring of home learning starts afresh at the start of each half term
6. Hold a meeting with the student, parent or carer with the class teacher and Head of Department. Notify the Head of Year and Assistant Head of Year and record meeting on SIMS under the heading 'HL issue'. Ensure outcomes of the meeting are recorded and agreed and add to linked documents on SIMS  
Send minutes of the meeting to all relevant parties. Continue to monitor and support as required
7. Liaise with Head of Year if there are additional more serious concerns for example safeguarding

## **Monitoring and Evaluation of Home learning**

### **Students**

Home learning Journals will be checked by:

- Learning Tutors on a weekly basis
- The Head of Year and Assistant Head of Year using a random sample during learning walks and weekly drop ins during Learning Tutor time
- The Senior Leadership team via termly samples

### **Subject teachers**

- Will keep a record of home learning tasks as part of their lesson planning
- Make the record available to their Head of Department

### **Heads of Departments**

- Will sample home learning records from subject teachers
- Will conduct regular informal sampling of home learning via learning walks and record using the online Learning and Assessment Walks (LAW) survey
- Will look at samples of home learning and talk to students and teachers in accordance to the school's monitoring and evaluation cycle
- Will update department improvement plans as a result of evaluation

### **Senior Leadership Link**

- Will sample examples of home learning during learning walks and record outcomes using the online LAW survey
- Will sample examples of home learning and talk to students in accordance with the school's monitoring cycle
- Will contribute to the self-evaluation process using the outcomes from all quality assurance measures
- Will contribute to the annual review of the Home Learning policy

## **How students and parents/carers can support home learning**

### **Planning**

Planning your homework (and revision) is the key to success.

- Create a realistic and achievable revision timetable.
- Include all topics, time allocation for each topic and sensible 'break' time.

### **Avoid Distractions**

Find a quiet, airy place. The Hub and library are available after school.

- Average concentration span is about 20 minutes and so take regular short breaks.

- Drink water to stop yourself getting dehydrated

### **Practice makes perfect**

- For revision, get hold of past papers. You can simulate the exam by trying to complete the tests under exam conditions.
- Professional sports people often visualise a forthcoming event in an attempt to foresee, and prepare for, any attacks of nerves that may arise during the actual event.

### **Summarise**

- When reading texts, summarise the important points on 'revision cards'. This may include 'mind-mapping', 'buzz words' and 'images'.
- Use highlighters and different coloured pens to show important points.

### **Record Information**

- Make a video, podcast recording of important facts and replay it back to yourself.

### **Reminders**

- Place your revision aids strategically around the house e.g. by your bed, in the kitchen and in the bathroom.
- Important facts and formulae could be put on 'post-it' notes and stuck on the fridge, mirror or toilet door!