



SOUTH MOLTON
COMMUNITY COLLEGE
— supporting success —

Home Learning Policy

Adopted by the Governing Body: March 2015

We at South Molton Community College recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our home learning policy is an important element.

Home Learning is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. We see work done at home as a valuable part of school work.

The school regards the purpose of home learning as being to:

- provide learners with an opportunity to work on an activity that is relevant to outcomes.
- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child.
- consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy;
- extend school learning, for example through additional reading;
- encourage pupils as they get older to develop the confidence, self-discipline and independence to develop organisational skills.
- encourage pupils to develop study skills including researching a topic using different sources

Home Learning should be used to effectively reinforce and/or extend what is learned in college. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school. Home Learning tasks should be undertaken to the best of their ability. We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions.

The college uses the *Show My Homework* calendar to manage the home learning process. The *Show My Homework* calendar, allows our college to effectively track and monitor the impact of home learning. For our staff, it provides an effective way to set and communicate home learning with all students, parents and carers. For parents, it will provide visibility and transparency regarding the home learning task your child has received from college.

The college homework calendar is transparent and can be accessed at any time by going to the school website and clicking the Show My Homework link. In addition, you can click this link below to go directly to the school home learning calendar.

<https://southmolton.showmyhomework.co.uk/school/homeworks/calendar>

All teachers will be expected to set home learning using *Show My Homework*.

At any time, students, teachers and parents can click the homework calendar link to see home

learning that has been set. There is no login required to see home learning that has been set. Students, teachers and parents can use the filters to find the home learning that has been set.

Students and parents/carers will receive a username and password by the school. By logging in you are presented with a personalised homework calendar. For students, this will allow you to see your own home learning tasks. For parents, you will be able to see what home learning work your child has received.

There is also a free *Show My Homework* iPhone and Android App for students and parents to download. Downloading the app will provide push notifications and reminders about homework deadlines.

Setting of Home Learning – Key Stage 3

Subjects will set on average 30 minutes of home learning per week set via *Show My Homework*.

Note: some subjects may set extended tasks/projects spanning a number of weeks rather than on a weekly basis. The amount of time to complete such tasks will be equivalent to 30 minutes per week.

Tasks set may vary and include:

- Sustained writing
- Research, including text books and the internet
- Prepare work to be completed in class e.g. read an article, make notes
- Private reading
- Drafting and redrafting work
- Collect information from newspapers
- Tasks involving parents e.g. interviews, testing vocabulary
- Complete evaluation sheets for the teacher e.g. feedback sheets on a particular topic
- Revision in preparation for assessment, exam, quiz or test

Setting of Home Learning – Key Stage 4

All subjects will set a minimum of 60 minutes of home learning per week. Home learning may be set as a weekly or extended task that continues over a number of weeks depending on the subject/topic being covered. The timing of such tasks will be the equivalent of 60 minutes per week.

Setting of Home Learning

Staff responsibilities	Student responsibilities	Parent/Carer responsibilities
<ul style="list-style-type: none"> • Give clear guidance about what the expected outcome should be • Provide a suggested structure to the task that will support learning • Agree a timescale (next day deadlines should not be used without agreement) • Set tasks that reflect the progress made in lessons and which suit the ability of the students • Set the task on Show My Homework • Home learning set immediately before or during examinations should enable students to focus on revision. • Coursework deadlines should be set in a similar manner 	<ul style="list-style-type: none"> • Check <i>Show My Homework</i> calendar daily on school website • Ensure that the task is understood and ask for help before deadline • Inform parent/carer if task has not been completed and contact the staff member who set the task with reasons why task incomplete • If you are unsure about home learning check with your teacher • Use <i>Show My Homework</i> Calendar to complete tasks missed due to absence from school 	<ul style="list-style-type: none"> • Check <i>Show My Homework</i> calendar daily via school website • Check that your child has understood the task set and what is expected • Discuss any issues with your child and raise any concerns with the teacher via the appropriate avenues • Inform your child's teacher if the task has not been completed properly and confirm the reasons for this • Help your child to plan home learning to fit in with home activities. We do not set next day deadlines

Quality and Length of Home Learning

Staff responsibilities	Student responsibilities	Parent/Carer responsibilities
<ul style="list-style-type: none"> • Home learning set should follow guidelines for Key Stages and be matched to the ability of the students • Stating the approximate number of words required will provide better guidance than the number of pages required • For extended tasks, clear guidelines should be given and the work should be regularly monitored. There should be an overview of the progress of the extended task across the term by the subject team • Wherever possible, students should have some role in the choice of task to make sure it is suitable and matches their ability and aspiration • Ensure students know that there is home learning support in school on a Wednesday in <u>A2L</u> at <u>lunchtime</u> and <u>afterschool</u>; specific support for <u>KS3</u> in the <u>library</u> on a Tuesday 3.30-4.30pm; library is open until 4.30pm every school day to support home learning 	<ul style="list-style-type: none"> • Ensure that deadlines are met • Check that you have completed the task in line with what your teacher has asked • Ensure that the appropriate time is taken for the task and that time is used productively • Ask your teacher/parent for additional resources if needed for extended tasks • Make sure that any home learning is done thoroughly and to the best of your ability • Use the support in <u>A2L</u> on a <u>Wednesday</u> on a 	<ul style="list-style-type: none"> • Ensure your child meets the deadline set by the teacher • Check that your child does not exceed the time guidelines for home learning unless he/she is happy to extend the work because of his/her own interest/enjoyment • Inform the teacher if your child has not been able to complete the task in the allocated time • Encourage your child to show his/her home learning to you so that you can check he/she has made a good effort • Look regularly at home learning tasks and <i>Show My Homework</i> Calendar on the school website to show your interest, ask questions when you can • If possible, provide a quiet area where

	<p><u>lunchtime</u> and <u>afterschool</u> for Upper school students; Lower school students use the specific support for home learning tasks on a <u>Tuesday afterschool</u> in the <u>library</u>; use the library every school day 3.30pm-4.30pm</p>	<p>home learning can be done with the minimum distractions</p> <ul style="list-style-type: none"> • If appropriate, encourage your child to use the support in <u>A2L</u> on a <u>Wednesday</u> if they in KS4; the library on a <u>Tuesday afterschool</u> for specific help if in KS3; the library is open every school day until 4.30pm to provide a quiet place for home learning
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Presentation Skills		
Staff responsibilities	Student responsibilities	Parent/Carer responsibilities
<ul style="list-style-type: none"> • Give guidelines about the importance, or not, of computer generated presentation for tasks • Provide students with a clear structure to help them complete extended writing tasks appropriate to their ability • Promote an ethic of excellence approach to all tasks to be completed – <i>‘is this the very best work you can do?’</i> 	<ul style="list-style-type: none"> • All work should be well presented e.g. title, date, headings underlined using a ruler • Follow the teachers guidance about the presentation and make sure that you are not using elaborate work to hide poor content • Develop an ethic of excellence mindset e.g. <i>‘is the work completed your best ever attempt?’</i> 	<ul style="list-style-type: none"> • Check the requirements for the task and discourage your child from spending lots of time on elaborate presentations if the content is more important

Monitoring, Assessment and Feedback of Home Learning

Assessment of Home Learning must work in direct collaboration with the Assessment and Marking Policy. There are various tools to provide monitoring, assessment and feedback via *Show My Homework*. Completion of home learning is monitored by teachers when it is set. Home Learning will be collected on the due date, assessed and feedback will be given normally within one week. ***This may not always happen through written comments from the teacher. Sometimes work will be discussed in lessons or teachers may give written comments on just one or two aspects of a piece of work.***

Oral assessment and feedback works best as a formative conversation about learning. A conversation will clearly promote a growth mindset and curious questions that will enable the learner to progress their learning. There must be evidence this conversation has taken place.

Written assessment and feedback works best in exactly the same way as oral feedback. Please remember the William/Black research – *‘teachers who spend time crafting helpful comments are therefore wasting their time if they also give a mark’*.

Self-assessment and feedback works best when students are fully aware of the success criteria and learning objectives. Research indicates that is a positive way of motivating students to progress their learning when it is well supported and structured.

Peer assessment and feedback works best in exactly the same way as self-assessment. It is most useful for strong peer assessment to form the spring board for strong self-assessment.

Staff are encouraged to use lesson time to celebrate successful home learning contributions and underline the connection between a completed task and improved attainment.

