





# Home Learning Procedures

1. Every week, we expect all students, across all subjects and year groups, to be directed towards home learning.
2. Home Learning could include:
  - **Knowledge-based activities**, such as an assessment, an exam question or paper, or a quiz.
  - **Routine coursework activities**, e.g., completing an ongoing unit or assessment.
  - **Revision for tests and examinations.**
  - **Preparatory reading.**
  - **Organising and consolidating class notes.**
  - **Activities which enrich, engage and enthuse**, e.g. documentaries, podcasts or real or virtual visits.
3. In a typical half-term period:
  - **Key Stage 3 students should expect a minimum of 2 knowledge-based activities with an element of teacher-checking.**
  - **Key Stage 4 students should expect a minimum of 3 knowledge-based activities with an element of teacher-checking.**
  - **Key Stage 5 students should expect a minimum of 4 knowledge-based activities with an element of teacher-checking.**
4. Teacher-checking could include:
  - **Marking students' performance against assessment criteria which results in a grade or score.**
  - **Checking that the student has completed or attempted the activity. This check may result in an effort score.**
  - **Reviewing the scores generated by third-party software, e.g., Educake.**
  - **Facilitating peer or self-assessment.**
5. When assigning home learning, teachers should clearly explain the success criteria and provide information on where students can access additional guidance or help.
6. Teachers should consider students' current workload when setting home learning, and make adjustments where necessary.
7. Students who do not meet a compulsory home learning deadline should be given a reasonable second deadline. If the student fails to meet the second deadline, a CFC should be submitted with appropriate actions, e.g., a phone call or a conversation with the teacher.



# Home Learning Procedures

8. We

# The role of parents in home learning

- To assist their child in the recording of home learning.
- To help their child manage their time and home learning.
- To help their child prioritise home learning to meet deadlines.
- To support teachers with the consequences of not completing home learning.

# The role of teachers in home learning



- To plan and assign home learning activities per this guide.
- To communicate clear success criteria.
- If the student's performance is marked against assessment criteria which results in a grade or score, teachers should employ a system of monitoring and recording, e.g., a mark book.
- To set a variety of meaningful, home learning tasks, including those that enrich and enthuse.
- To praise and reward good quality home learning.
- To employ a system of support and consequence for students who do not complete home learning activities.

# The role of school leadership in home learning

- To check compliance with the guide.
- To monitor the home learning guide through quality assurance.
- To ensure that all teachers, students and parents are informed of our home learning guide.
- To assist with strategies to record the details of home learning.