

The purpose of this guide is to make explicit how teachers develop and assess home learning so that (a) learning can continue and deepen beyond the classroom and (b) assessment of student progress can be made.

Why do we need a home learning guide?

It is important to create stimulating, varied and relevant home learning opportunities for students, matched to their prior learning, and taking account of their learning needs. This additional learning helps to close the gap between what they can currently do and what we would like them to be able to do. It enables them to be stretched further, to reflect on their learning, to learn essential information, and to prepare for learning ahead. We also want to ensure consistency across and within departments, so that students experience a common approach throughout their learning, and so that parents are better able to support their child's learning at home.

Aims

To implement a consistent, constructive and coherent whole school approach to home learning within each department and across departments, and plan ways in which home learning is used to develop learning beyond lessons. To ensure that all students feel that their work is swiftly assessed so that feedback is given at the right time to help them reach or exceed their full academic potential. To ensure that all students work hard to produce work that represents their *best* effort, and that they understand that written work will need to be redrafted until it reflects both their ability and the expectations of the teacher.

This includes:

- Consideration of Hattie effect sizes (ES) to select effective modes of learning.
- A schedule for home learning that is adhered to by all members of the department.
- A common marking policy used to assess the learning (if written), and approaches in planned learning to make best use of the home learning that has taken place.
- An approach to home learning that is shared with parents, carers and students.

Principles

Home learning should:

- Have a clear academic purpose, developing students' thinking and enabling them to achieve mastery of learning; using SOLO taxonomy as a central tool.
- Enable learning to be demonstrated.
- Be differentiated; offering choice, so that home learning meets the needs of all ability levels, including stretch of the most able in each class.
- Relate to the learning objectives and outcomes of the programme of study.
- Engage interest, and foster a thirst for learning.
- Offer variety over time, so that learning experiences are varied, and a range of skills developed.
- Be swiftly assessed, in order to evaluate learning, and offer useful feedback. Assessment may be made in a range of ways, including, but not restricted to, regular written feedback.
- Inform future planning and target setting.

Frequency of Home Learning

It is expected that all students undertake a *minimum* of 30 minutes learning for each subject per week. This increase to a **minimum of** 45 minutes at KS4 and 120 minutes at KS5.

Format of home learning

Home learning ought to be varied, so that students remain engaged, and interested. Home learning needs to be planned as carefully as the lesson itself; as it needs to provide for the needs of all students in the class, it needs to provide information for the teacher about student progress, and it needs to make connections with the bigger picture.

Home-learning tasks are to be given to students and their parents at the start of each half term, clearly indicating deadlines and expectations. Home learning needs to be varied, and needs to meet the needs of all students. Examples of home-learning tasks that are particularly effective are:

1. Extension of the lesson by completion and/or development of the work.
2. Preparation for the next chunk of learning (eg. Presentation preparation to teach others) (ES 0.88).
3. Wider, detailed research around the current learning (ES 0.88)
4. Learning key information by heart, using “how to learn” techniques including revision (ES 0.69).
5. Redrafting and improving material (ES 0.65).
6. Practising subject skills (ES 0.50).
7. Learning subject vocabulary (ES 0.67)
8. Revisiting targets and personal action plan, and carrying out work to demonstrate learning at that level (ES 1.44).
9. Collaborating with another student(s) (ES 0.50)
10. Solving problems / being creative (ES 0.61)

All home learning needs to contain an element of choice. This need not mean *what* students all do, but could also mean *how* some students do it. This choice can be about going *further*, going *faster*, being challenged *harder* (ES 0.52), making *wider* connections, or going *deeper*.

Assessment of home learning

Students need to know that their work is valued, and useful to their progress. Feedback of written work needs to be given within a week as a norm, and within a fortnight at the latest. Feedback needs to take account of the school’s principles of good feedback and assessment. Preparatory work needs to be used in the planned learning that follows. Development work needs to be checked, so that the teacher is confident that the students have actually completed the work. Coursework does not replace the need to plan variety of home learning experiences. Where development of home learning over time is planned, progress must be checked *weekly*. This is so that students develop good habits for the future, rather than leaving work to the last moment, and then submitting work that is substandard. Departments need to ensure that home-learning has been communicated to parents, and that effective departmental systems are in place to manage late or inadequate home-learning.