

Courage, Kindness, Compassion, Endeavour, Dignity

Home Learning Faculty Policy/Procedures

Name of Faculty: The Arts and Technology Faculty

Name of Staff member	Subject Taught	Key stages taught (KS3/4/5)
Mr Salih, Head of Faculty s.salih@marlborough.herts.sch.uk	Media Studies	KS4/5
Ms Bustin, Head of Art j.bustin@marlborough.herts.sch.uk	Art	KS3/4/5
Mr Felkers, Music e.felkers@marlborough.herts.sch.uk	Music	KS3/4/5
Mrs Griggs, Head of Drama c.griggs@marlborough.herts.sch.uk	Drama	KS3/4/5

Aims of faculty home learning:

- To expand upon or reinforce the learning taking place in lesson time.
- To create a more student choice approach to the learning, giving the student a sense control of learning.
- Tailored differentiated approach to learning that challenges students on a higher cognitive and lower cognitive level.
- Create a sense of meaning to content covered in lesson time by making home learning interesting and engaging with life outside of school.
- Consolidation, reinforcement and application of class studies.
- Preparation and research on context/ theoretical perspectives.
- Generating confidence in independent research skills in preparation for undergraduate studies
- Extension of class learning.
- Preparation for class learning.
- To encourage independent learning.
- To re-establish knowledge and content learnt in lessons.
- To further develop knowledge and extend students' knowledge of what's been learnt in lesson time.
- To practice exam style questions.
- To inspire and ignite the enthusiasm and love of music.
- To prepare for future lesson.



- Due to the nature of our faculty tasks may vary in time and frequency depending on the topics/ project set at the time.
- Flexibility depends on the subject/topic being delivered/ taught.
- Extend knowledge and understanding of the theatre.
- Improve practical performance.
- Record practical work into coursework.
- For students to progress with their own personal coursework.
- To prepare for class work undertaken.
- To enrich students cultural understanding and therefore their coursework.
- To practice skills.
- Research resource materials to inform self-initiated work.
- To make, being creative and experimental.
- To participate in competitions and exhibitions.
- To enrich cultural knowledge - learning about art and artists.

Types of tasks that may be set:

- Project Work.
- Structured/Prompted Research and Investigation.
- Surveys and Data collection to inform learning (technology specific).
- Long term task completion e.g. weekly sketch.
- Find proof in teaching, search for examples in everyday life where a specific topic covered in class can be seen.
- Practise exam questions, or exam writing exercises.
- Account of specific historical/ production context to situate the contents/ themes/ideology of a text.
- Apply opposing standpoints to a theoretical perspective (e.g. arguments for and counter to the theory of auteur).
- Creative application of elements of film theory – inspiring creativity and familiarity with the concepts/techniques, particularly to support NEA (non-examined assessment).
- Essay questions – confidence with exam content/requirements and timings.
- Excerpts reading and subsequent precis – to aid understanding and retention.
- Exploring sweet packaging.
- Creating logo designs.
- Exploring CANVA to familiarise with the software.
- Creating evaluation notes.
- Hand drawn design ideas.
- Creating coursework pages in line with time line.
- Preparation of ingredients.
- Research.
- Completion of evaluations.
- Questions to extend the learning from tasks completed in school.
- Line learning.



- Notes.
- Watching performances.
- Written evaluation.
- Self-assessment.
- Preparing materials/props/costumes for next lesson.
- Set/Lighting/Costume Designs.
- Taking photographs.
- Editing photographs.
- Researching artists and photographers.
- Complete class learning.
- Visit a gallery.
- Present work.
- Research artists and their work.
- Drawing from observation, photos, artists' works.

Expected time to complete home learning:

Subject	KS3 Average hours over a half term	KS4 Average hours over a half term	KS5 (This includes study periods - Average hours over a half term)
Art	1 hr	4 hrs	12 hrs
Design and Technology	20 mins every 3 weeks	4 hrs	14 hrs
Drama	20 mins	4 hrs	12 hrs
Engineering	20 mins every 3 weeks	4 hrs	N/A
Film Studies	N/A	4 hrs	12 hrs
Food	20 mins every 3 weeks	4 hrs	N/A
Graphics	20 mins every 3 weeks	4 hrs	N/A
Health and Social Care	NA	4 hrs	N/A
Media Studies	N/A	4 hrs	12 hrs
Music	20 mins fortnightly	4 hrs	N/A
Photography	N/A	4 hrs	12 hrs
Textiles	20 mins every 3 weeks	N/A	N/A

An additional optional enrichment home learning task may be set at KS3 and rewarded with 5 additional house points.

When will home learning be set?

- At the end of lesson where content has been covered that is needed to be followed up with additional research and investigation from student.
- Long term / continuous home learning should be set at the start of term with clear goals and deadlines outlined.
- KS3 and KS4 – Fortnightly.



- Art - KS3 - one research/resourcing task once per half term (organisation noted for grade card).
- Art - One make/participating task per half term (marked and graded as part of project).

How will home learning be set?

- Set and instructed in class, demonstrated and explained.
- Set on Edulink and Google Classroom (if synced).

Home learning will be rewarded in line with school policy.

Procedures if home learning is not completed:

- 1st missed home learning – behaviour point, extended deadline.
- 2nd missed home learning (or missed extended deadline) – parents contacted (phone or email).
- 3rd missed home learning – main school lunch detention.

Who to contact should you have any concerns about home learning?

- Parent / Carer.
- Class teacher in first instance.
- Head of Department if not resolved by class teacher.

Expected standards of presentation:

- Students will have completed work to the best of their ability. This may differ depending on the student. Support should be given for all students for attempting homework but should be accompanied with structured feedback.
- If lower standard than expected or student has clearly not made an effort instruct students to repeat task however give structured feedback.
- Higher ability students will be expected to have clear well-presented work.
- Spelling and grammar to be checked, online or paper (suitable legibility).
- Title and date on home learning.
- Answers in sentences if appropriate to task.
- Blue or black pen if written.
- Uploaded to Google Classroom if appropriate.
- Most work will be digital or a physical task such as line learning.
- Work has students name on it (where applicable).
- Title and learning objective underlined (where applicable).
- Spelling and grammar.
- Work cut and stuck carefully.
- Printed or stencilled titles.
- Use of guillotine.
- Appropriate colour background.

