



# The Marlborough Science Academy

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HOME LEARNING POLICY - GP07	
Responsible Governing Body Committee:	Curriculum Committee
Policy type:	Additional
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Author:	Mark Fitzgibbon
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Review Due Date	Review Completed	Amendments Y/N
November 2015	December 2015	Y
December 2016	November 2016	N
November 2018	January 2019	N
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November 2022	October 2022	N
October 2023	October 2023	Y
October 2024		

## Other policies/procedures linked to this policy:

- Teaching and Learning Policy
- Assessment, Recording and Reporting Policy
- Young Gifted and Talented Policy
- Home Learning Procedures
- Remote Learning Policy

**Purpose:**

To enhance student achievement all students will be set regular, challenging and relevant home learning. The home learning should be a natural extension of the work carried out in school hours. We will provide opportunities to support students who do not have an appropriate working environment at home. Research says that home learning is most effective when it involves practice or rehearsal of subject matter already taught. Parental support regarding the completion of home learning is crucial in ensuring success and accomplishment.

**Implementation:**

We have developed a faculty approach to home learning. Faculties have established systems in setting home learning in their own areas.

- Heads of Faculty's monitor the frequency and quality of home learning set in each department.
- A home learning club will be provided to support those who need help to complete set work.
- The Learning Resource Centre is open every day at break time and lunchtime for students to be able to work under supervision.
- Students will be given feedback on their home learning.
- Students, supported by parents/carers as appropriate, are expected to follow the conditions of 'Our Learning Expectations' agreement.
- The school will use appropriate channels to inform parents/carers about the home learning expectations for their child.

**The role of the teacher:**

- Plan and set regular home learning tasks for students.
- Provide an explanation of home learning tasks and ensure all students understand what they have to do.
- Ensure all home learning given is purposeful and links directly to the curriculum.
- Set home learning that is appropriate to the student's ability.
- Monitor home learning regularly and make sure students are completing it to the best of their ability.
- Give feedback to students according to the faculty feedback policy.
- Communicate with parents/carers if there is a problem regarding home learning.
- Reward students when home learning is completed and sanction according to the school's policy.

**Home learning Procedures**

- All home learning will be signposted via Edulink under the home learning icon.
- Each faculty must have a clear rationale for home learning tasks.
- Home learning will be set.
- The completion of home learning is compulsory, and teachers will expect home learning to be completed on time and to a high standard.

**Key Stage 3**

- Home learning in each subject for Years 7 & 8 should take approximately 20 minutes to complete.

**Key Stage 4**

- Home learning will be set weekly for all examination courses/subjects.
- Home learning pieces should take approximately 40 minutes to complete.

When students are nearing exams, the two weeks before home learning will be based on revision tasks/retrieval techniques to prepare them for their exams. To support feedback on exams the following two weeks will be self-marked home learning or no home learning will be set for that year group.

**Live feedback\*-- Classwork is marked using live feedback -- teacher circulates and checks completion of quality work by all students and targets those that are not making as much progress as expected. Classwork can also be self-marked. Students will use green pen when marking their work.**

Below are examples of home learning tasks that could be set and why they are important

	Home learning activity/tasks could include the following:	How the activities/tasks will help students to become better learners
Read it:	<ul style="list-style-type: none"> <li>• Reading novels</li> <li>• Reading key extracts of texts/literature</li> <li>• Reading articles</li> </ul>	'Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.
Spell it:	<ul style="list-style-type: none"> <li>• Spelling and vocabulary tests</li> <li>• Exploration of the of key words</li> </ul>	Spelling tasks help students to be able to spell key words within their subjects correctly. The more practice that students have at spellings, the better chance they have at remembering them. Being able to spell words correctly is something that will help students all through their life.
Apply it:	<ul style="list-style-type: none"> <li>• Extended written responses to a question</li> <li>• Producing a piece of work which will demonstrate understanding of a topic or concept</li> </ul>	These tasks might require students to demonstrate how well they have understood and learnt key things from their lessons. They might be extended written responses to a question which require students to apply their knowledge and understanding.
Retrieve it:	<ul style="list-style-type: none"> <li>• Knowledge Organisers</li> <li>• Quizzes</li> <li>• Self-testing</li> <li>• Flashcards</li> <li>• Graphic Organisers</li> <li>• Learning grids</li> </ul>	These are tasks which prompt students to recall/remember key information. The more we encourage students to retrieve information, the more chance we have of it 'sticking' and remaining in the long-term memory for students to retrieve with ease.
Practise it:	<ul style="list-style-type: none"> <li>• Practice of skills</li> <li>• Rehearsal of lines</li> <li>• Practice of dance moves</li> <li>• Music practice for performance pieces</li> <li>• Use of platforms such as 'Seneca Learning'</li> </ul>	Practice makes perfect! Repeatedly practising something eventually helps students to remember and to master something to an excellent standard.

To support long-term retention, home learning is expected to fulfil these two purposes:



### **Deliberate Practice**

Activities that are designed to improve performance, challenge the learner, and provide feedback. This requires a clear model of what expert performance looks like and what actions need to be taken to achieve that level of performance.

- Where possible this home learning should provide opportunity to develop **literacy** and **numeracy** skills.
- **Knowledge** should be embedded and consolidated through for example: *extended reading, extended writing, problem solving, comprehension and practice exam questions.*
- **Skills** should be developed and honed through for example: *problem solving, designing, drawing, painting, music rehearsal and sporting skills.*



### **Retrieval**

Activities which bring information to mind to test and review prior learning. Deliberately recalling information forces students to extract knowledge and examine what is known. Done frequently, the forgetting process is interrupted.

- This home learning should support interleaving and spacing and not only test recently learned material.

### **Who was consulted:**

- Senior Leadership Team
- Heads of Faculties
- All staff
- Parents
- Students

### **Arrangements for monitoring and evaluation:**

- The setting and marking of home learning are regularly monitored by Heads of Faculty and SLT through internal reviews and the faculty monitoring programme.
- Should you have any concerns about the setting of home learning, please contact the member of staff in the faculty structure, copying the Head of Faculty in.