



The Marlborough Science Academy

| The Marlborough Science Academy | |
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| HOME LEARNING POLICY - GP07 | |
| Responsible Governing Body Committee: | Curriculum Committee |
| Policy type: | Additional |
| Date of Origin: | November 2010 |
| Adopted by: | Full GB |
| Author: | Mark Fitzgibbon |
| Location: | |
| Filename: | |

| Review Due Date | Review Completed | Amendments Y/N |
|-----------------|------------------|----------------|
| November 2015 | December 2015 | Y |
| December 2016 | November 2016 | N |
| November 2018 | January 2019 | N |
| November 2020 | February 2021 | Y |
| November 2022 | October 2022 | N |
| October 2023 | October 2023 | Y |
| October 2024 | June 2024 | Y |
| June 2025 | January 2026 | |
| June 2027 | | |

Other policies/procedures linked to this policy:

- Acceptable Use of AI Policy
- Assessment, Recording and Reporting Policy
- Gifted and Talented Policy
- Home Learning Procedures
- Remote Learning Policy
- Teaching and 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 collected and collated by the Education Endowment Fund (EEF) shows that secondary school students in classes where purposeful home learning was set and involves practice or rehearsal of subject matter already taught, on average, make 5 months more progress than similar students in other classes. 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 (these can be found on the [school website](#)).

- 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.

Top tips to support learning at home:

- Encourage your child to complete home learning on the night it is set so that it is fresh in their minds.
- Help your child get into good home learning habits and encourage completion tasks.
- Have a regular time at home when home learning should be done to help establish a routine.
- Try to ensure your child has an area in which home learning can be completed without distractions.
- Use Edulink to see what home learning has been set and when it should be completed by.
- If your child does not have access to a computer/Chromebook to complete home learning on please let us know.
- Contact your child's form tutor or class teacher if you require any further support or advice with home learning or if your child has spent much longer than expected on a piece of home learning.
- If your child is regularly taking longer to complete home learning than suggested, please contact their form tutor or class teacher to discuss it further.

The role of the teacher:

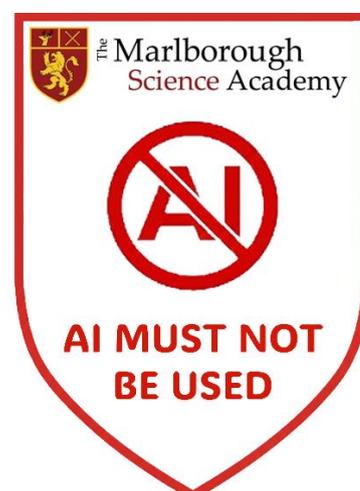
- Plan and set regular home learning tasks for students in accordance with the faculty procedures.
- Provide an explanation of home learning tasks and ensure all students understand what they have to do and why it is important.
- Ensure all home learning given is purposeful and links directly to the curriculum and current learning.
- Set home learning that is appropriate to the student's ability and should be able to be completed independently of the teacher.
- Monitor home learning regularly and make sure students are completing it to the best of their ability and helps them secure understanding.

- Give feedback to students according to the faculty feedback policy.
- Communicate with parents/carers if there is a problem regarding home learning.
- Reward students each time home learning is completed and issue sanctions according to the school's policy.

Home learning Procedures

- All home learning will be signposted via Edulink under the home learning icon. Each faculty maintains a clear rationale for tasks, which are often accessed via digital platforms like Google Classroom, Sparx Maths, or SAM Learning. Staff should indicate the level of AI that can be used to complete the home learning – Red, Amber or Green.

| Status | Usage Level | Meaning & Application |
|--------|----------------------------------|---|
| RED | AI Tools Must NOT Be Used | AI is prohibited. These tasks test independent thinking and knowledge (e.g. exams, class tests, writing assessments). Misuse here is considered malpractice. |
| AMBER | Assistive Role | AI may be used in limited ways specified by the teacher, such as for planning structure, but is not the focus of the assessment. |
| GREEN | Integral Role | AI should be used as part of the task. Students are assessed on their ability to use AI critically, such as comparing AI vs. human content or generating code. |



- AI must be used as a tool to support learning (planning and exploring ideas) rather than a replacement for student effort. When AI is used in allowed tasks, students must access it via Google Gemini through their school account.
- If AI is used students must check all AI output; AI can make mistakes or provide biased/fake references, and personal or sensitive information must never be entered into AI tools.

- Each faculty must have a clear rationale for home learning tasks.
- Home learning will be set in line with faculty procedures.
- The completion of home learning is expected, 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 to 30 minutes to complete.
- Tasks will usually be accessed via a digital platform or website.
- A further enrichment activity to further extend learning may also be set which will be further rewarded with 5 house points for completion.
- Individual faculty procedures for home learning can be accessed on the [school website](#). An overview of the expectations for home learning at key stage 3 can also be found in appendix 1 of this policy.
- Where a student has more than one teacher in a subject the HoF will be responsible for ensuring only 1 piece of home learning is set for that week.
- Home learning will be set following faculty guidelines and students will have up to 5 working days for completion.

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.

- If your child is regularly taking longer to complete home learning than suggested, please contact their form tutor or class teacher to discuss it further.
- The school is informed if digital home learning cannot be accessed at home.

Staff are required to monitor for signs of misuse, which include copying/rephrasing AI content without acknowledgment or using AI to fake knowledge. Consequences of AI misuse will be dealt with following the school's Behaviour Policy.

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"> • Reading novels • Reading key extracts of texts/literature • Reading articles | '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"> • Spelling and vocabulary tests • Exploration of the of key words | 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"> • Extended written responses to a question • Producing a piece of work which will demonstrate understanding of a topic or concept | 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"> • Knowledge Organisers • Quizzes • Self-testing • Flashcards • Graphic Organisers • Learning grids | 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"> • Practice of skills • Rehearsal of lines • Practice of dance moves • Music practice for performance pieces • Use of platforms such as 'Seneca Learning' | 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.

Appendix 1:

Overview of Home Learning Expectations at Key Stage 3

| Subject | Typical Length of Task Set | Description of Core Home Learning Tasks Online/Written/Practical | Where to find Home Learning/Details of Deadlines | Frequency | Head of Faculty / Subject Lead |
|---------------------------------|----------------------------|--|--|---------------|--|
| English | 30 minutes | Google Classroom | EduLink | Weekly | Miss S Fogarty s.fogarty@marlborough.herts.sch.uk |
| Mathematics | 30 minutes | MyMaths / SparkxMaths | EduLink | Weekly | Mrs J Greenwood j.greenwood@marlborough.herts.sch.uk |
| Science | 30 minutes | Google Classroom | EduLink | Weekly | Mr G Spiller g.spiller@marlborough.herts.sch.uk |
| Art | 1 hour | Google Classroom | EduLink | Half termly | Ms J Bustin j.bustin@marlborough.herts.sch.uk |
| Classical Civilisation | 20 minutes | Google Classroom | EduLink | Half termly | Miss A Rowe a.rowe@marlborough.herts.sch.uk |
| Computing | 20 minutes | SAM Learning | EduLink | Fortnightly | Mrs J Hale j.hale@marlborough.herts.sch.uk |
| Drama | 20 minutes | Google Classroom | EduLink | Half termly | Mrs C Griggs c.griggs@marlborough.herts.sch.uk |
| Geography | 30 minutes | Google Classroom / SAM Learning | EduLink | Fortnightly | Mrs S James s.james@marlborough.herts.sch.uk |
| History | 30 minutes | Google Classroom / SAM Learning | EduLink | Fortnightly | Mr A Pressland a.pressland@marlborough.herts.sch.uk |
| Modern Foreign Languages | 30 minutes | ActiveLearn | EduLink | Weekly | Mr K Henshall k.henshall@marlborough.herts.sch.uk |
| Music | 20 minutes | SAM Learning | EduLink | Fortnightly | Mr E Felkers e.felkers@marlborough.herts.sch.uk |
| Philosophy, Religion and Ethics | 20 minutes | Google Classroom | EduLink | Half termly | Mrs E Del Gaudio e.delgaudio@marlborough.herts.sch.uk |
| Technology | 20 minutes | Google Classroom | EduLink | Every 3 weeks | Mr S Salih s.salih@marlborough.herts.sch.uk |