



Chosen Hill School

Home Learning Policy

Approved by:	AA/MPL	Last review:	December 2021
Governor Committee oversight:	Learning & Outcomes	Next review due:	December 2023
SLT Author:	EHA		



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1. Context

“ Homework is not an optional extra, but an essential part of a good education”. 1999 White Paper, Excellence in Schools

- 1.1 Home learning is defined as tasks assigned by teachers that are meant to be carried out outside of the timetable curriculum. It contains an element of independent study that is not usually directly supervised by a teacher. Not all home learning is done at home; in fact for some students who find it hard to work at home or for some tasks which may require resources more readily available in school, it is necessary or desirable to carry out the task in school.
- 1.2 Home learning can often be a contentious issue for students, parents and teachers. There has been much academic research into the value of home learning with some contradictory findings. However, there is a strong correlation between home learning and student performance. The indications are that it is not hours of home learning but the quality and discipline of completing home learning that supports student achievement. Research demonstrates that with only rare exceptions, the relationship between the amount of home learning students complete and their achievement is both positive and statistically significant. The Educational Endowment Foundation Trust’s Teaching and Learning Toolkit research shows that effective home learning can increase student progress by 5 months. For many, this could mean the difference between a 4 and 5 at GCSE or the difference between being able to access a future pathway they were working towards or not.

2. Rationale

- 2.1 Home Learning tasks, when designed and implemented effectively, are valuable tools for reinforcing learning. At Chosen Hill School increasing the effectiveness of home learning tasks is a multifaceted goal as research clearly evidences that home learning is an important factor that increases students’ rates of progress and achievement.
- 2.2 It is the teachers’ responsibility to create effective home learning tasks and to provide students and parents with the tools necessary for the process to be as successful as possible.
- 2.3 Accommodations, organisation, structure of tasks, technology, home-school communication and students’ home lives all influence the effectiveness of home learning tasks. A key focus for teachers at Chosen Hill School is to work on how home learning tasks can be improved to be ‘doable’ and effective. When home learning tasks are designed to meet specific purposes and goals, more students complete their home learning tasks and benefit from the results of doing so.
- 2.4 Three core benefits to home learning are:
 - 1) Long term academic benefits such as better study habits and skills;
 - 2) Non-academic benefits such as greater self-direction, greater self-discipline, better time management and more independent problem-solving – acquisition of self-regulation, including handling distraction, monitoring motivation and controlling negative emotion - a positive relationship exists between the development of self-regulation processes and self-efficacy beliefs as well as goal setting and maintaining attention;
 - 3) Greater parental involvement and participation in schooling with the benefits evidenced from this.



- 2.5 Research indicates that the benefits and purposes of home learning vary for different age groups of students.
- 1) Years 7 home learning tasks should aim to promote positive attitudes, habits and character traits; allow appropriate parental involvement and reinforce simpler skills taught in class;
 - 2) Year 8 home learning tasks should play a more direct role in fostering achievement in subjects;
 - 3) Year 9 onwards home learning should facilitate improving assessed outcomes;
 - a. For all students, research evidence shows that students can be trained to develop self-regulation skills during home learning activities. Teaching self-regulation skills is a key component in designing home learning tasks that promote progress and develop an appropriate mindset for learning.

2.6 **The Five Fundamental Characteristics of good Home Learning Tasks:**

- 1) **Purpose** – all home learning tasks are meaningful. Students need to understand the purpose of the task and why it is important in the context of their studies. Home learning tasks should provide the teacher with feedback about student understanding. Students should leave the classroom with a clear sense of what they are supposed to do and how they are supposed to do it.
- 2) **Efficiency** – Home learning tasks should not take an inordinate amount of time and should require thinking. Well-structured tasks that are adequately difficult – tasks that are of moderate difficulty are most likely to enhance student motivation. Tasks that are too easy lead to boredom and tasks that are too difficult lead to frustration.
- 3) **Ownership** – Students who feel connected to the content and task learn more and are more motivated. Providing students with choice in their tasks is one way to create ownership. Connecting tasks with student interests where this is possible is also key to promoting ownership. Students need to understand the utility of home learning and view it as important. Home learning tasks need to be structured in a way that the students can accomplish the task with relatively high success rates. When students can take pride in a job well done, they feel more ownership of their work.
- 4) **Competence** - Students need to feel competent in completing home learning tasks. To achieve this, a ‘one-size-fits-all’ is unlikely to be successful. Home learning tasks that students cannot do without help are not good home learning tasks. Home learning tasks need to be differentiated so that they are at the appropriate level of difficulty for the student. Home learning tasks should not be used to teach new material; students should fully understand the concepts and possess the skills needed to complete the task. Flipped learning forms the basis of future teaching and therefore does not run counter to the competence criteria.
- 5) **Aesthetic appeal/ ‘inviting’** – The way home learning tasks look is important. Students are more motivated to complete tasks that are visually uncluttered. Less information on the page and plenty of room to write answers and the use of graphics makes tasks look interesting and inviting.

2.7 **Self-Regulation and Home Learning**

In order to successfully complete home learning tasks, students must learn to self-regulate by setting goals, selecting appropriate learning strategies, maintaining motivation, monitoring progress and evaluating home learning outcomes. Students need to be taught these skills. To support students to develop these skills, teachers should:

- 1) Reinforce the use of Satchel: One and other time management tools in the classroom – these should be part of classroom routines and modelled by the teacher.
- 2) Teachers should remind students of due dates regularly both verbally and by writing them on the board.
- 3) Students are taught explicitly how to evaluate and reflect on their home learning through DIRT tasks. The scaffolding and explicit teaching of these metacognitive skills should be embedded throughout subject curriculums, building on a centralised programme of metacognition of skills development.



2.8 In summary, home learning has the most positive impact on student learning when:

- 1) It is done by the student to the best of their ability;
- 2) Students have a quiet, designated place at home to complete home learning;
- 3) Students develop a routine for completing home learning;
- 4) Parents are supportive and encouraging;
- 5) Teachers plan for home learning as an integral part of student learning with awareness of the five fundamental characteristics of effective home learning tasks.

3. Chosen Hill School – Home Learning Policy

3.1 Role and Responsibilities

The Role of the Student:

- a) To listen to home learning instructions in class;
- b) To note down instructions and the deadline for completion of the task or ensure reference to Satchel: One;
- c) To ensure home learning is completed and handed in to meet the deadline;
- d) To attempt all work and work to the best of their ability on a task;
- e) To inform and discuss any difficulties with their subject teacher in a timely way;
- f) To allow parents/carers to support them in their home learning organisation and work.

The Role of the Learning Mentor:

- a) To include home learning and attitude to home learning in student mentoring discussions where appropriate;
- b) To respond to any concerns in the first instance raised by parents with them regarding home learning.

The Role of the Subject Teacher:

- a) To encourage students to develop the skills, confidence and motivation needed to study effectively on their own by providing regular, carefully planned and structured home learning tasks in line with school and faculty policy and practice;
- b) To respond in line with school policy where students fail to engage or complete home learning tasks;
- c) To engage with parents in supporting them and their child to engage and succeed with home learning and its benefits through communication and information.

The Role of Parents:

Research shows that the following parental factors have a high impact on student progress and achievement through home learning:

- a) High parental expectations;
- b) The creation of a home learning environment that is conducive to learning;
- c) Strong home-school communication – use of email, phone, accessing online support information provided by the school, school provision of information about supportive strategies, including bulletin updates and newsletters.
- d) All students' home environments are different. Teachers should be aware of potential inequities in resources and barriers to access for students in the home environment and design home learning tasks to diminish or remove these barriers.
- e) Parents are an essential element of successful home learning. Increased parental involvement is associated with improved student progress and achievement. Parents are assisted in supporting their child with home learning by the school;



- f) Providing access to and use of Satchel: One at the beginning of the school year;
- g) Providing guidance on supporting your child via the school website ([Appendix A](#));

3.2 Types of Home Learning Task

The following home learning tasks may be used to support the learning and development of Chosen Hill School students:

- a) Extension tasks linked to learning in the lesson;
- b) Skills practice tasks linked to learning in the classroom to embed knowledge and skills;
- c) Tasks which promote personal and independent research and learning related to areas of study in the classroom;
- d) Tasks which encourage key behavioural skills such as self-reliance, time management and personal organisation;
- e) Tasks which encourage the development of research reading and presentation skills;
- f) Tasks which test knowledge and practise techniques pertinent to criteria for assessment in examinations – for revision or over-learning;
- g) Project work over a period of time with regular progress checks and weekly tasks recorded on Satchel: One;
- h) Tasks which promote enjoyment of learning linked to in-class learning.

Teachers should be careful to ensure that home learning activities are not regularly used for finishing off work carried out in class. This can often place too heavy a burden on some children and too light a demand on others.

3.3 Communicating Home Learning Tasks

- a) Home Learning tasks should be set in lesson;
- b) Home learning tasks should be explained and the instructions should be written on the board;
- c) Students should be given the opportunity to start home learning tasks in class so students can ask questions and receive assistance before they leave – this approach increases the frequency of successfully completed tasks.

3.4 Setting and Marking Home Learning Tasks

- a) All details of home learning tasks should be recorded and posted on Satchel: One;
- b) When setting home learning tasks, teachers will take account of the range of access that students have to computer equipment, software and printing facilities outside of school;
- c) Home Learning tasks should be explicitly related to the class work; they should be purposeful, realistic, meaningful and appropriately challenging for all students;
- d) Clear deadlines for completion must be provided by the teacher at the time of setting the home learning task;
- e) Home Learning should be returned promptly with feedback in line with the faculty and whole school assessment and teaching and learning policies – students learn more from home learning tasks that are commented upon and discussed in class;
- f) Assessment may be undertaken in a variety of ways:
 - o Marked by the teacher;
 - o Peer/self-assessed;
 - o Orally;
 - o By testing.



3.5 Independent Study

Chosen Hill School is committed to supporting students to develop and hone independent learning and working skills as a key learning behaviour and work-place skill. Independent Study makes a key contribution to students' development of these skills.

- a) Independent Study makes up part of the student's home learning allocation in each subject. During this time the student should engage with personal learning to enhance, support and extend their own learning;
- b) Independent Study encourages students to review their work and improve or extend their learning themselves. This could involve reviewing notes, reading or watching relevant television programmes;
- c) Independent Study may also be used by subjects which require more regular but shorter home learning, for example, Maths and Languages;
- d) Core tasks for Independent Study will be provided and monitored by subject faculties and will run alongside other set home learning tasks and will be set from time to time by all faculties.

3.6 After-School Home Learning Facilities

The library provides a general after school home learning space where students may use the computers and resources to complete home learning or independent study tasks by themselves on Tuesday, Wednesday and Thursday after school for an hour each week.

3.7 Ensuring Home Learning Tasks are Inclusive

Teachers recognise that students with SEND may face additional challenges with home learning tasks, including:

- a) understanding the task;
- b) accurately recording the details of the task;
- c) remembering to take materials home;
- d) setting time aside to do the work;
- e) putting the work in a safe place;
- f) organising necessary materials;
- g) following through and completing the task;
- h) and remembering to bring the work back to school;

Teachers aim to design home learning tasks that help to alleviate as many of these issues as possible to enable all students from all start point to access and achieve success with the home learning task set.

Strategies to encourage positive home learning behaviours from students with SEND include:

- a) The teacher assessing students' home learning skills so that potential problems are anticipated in the planning of a task – achieving the right balance between time requirement, rigour and benefit;
- b) The teacher will give consideration to how home learning is recorded;
- c) The teacher will involve parents from the beginning, where this is appropriate;
- d) The teacher will clearly communicate the consequences of not completing home learning tasks;
- e) Teachers may differentiate by all of any of by task, by rubric, by length, by time frame.

3.8 Home Learning Timetable 2021-22

The intrinsic value of home learning activities is far more important than the precise amount of time devoted to them, however, broad expectations about how much time it is reasonable for students to spend are useful, both as a framework for teachers and as a guide for parents and students.

Good practice suggests that the amount of time which should be spent by students at secondary schools, on average, on home learning tasks, should fall within the following ranges:



Year 7 and Year 8	45 – 90 minutes per day
Year 9	1-2 hours per day
Years 10 & 11	1.5 – 2.5 hours per day

Details of homework expectations by subject can be found on our website [here](#).

3.9 Procedure when there is concern over engagement or home learning completion:

- If a student fails to complete a home learning task or does not complete it to a satisfactory standard, this will be dealt with by the subject teacher in the first instance in line with the faculty and school's Behaviour Management policy;
- Deadlines should only be extended for students who supply a letter from parents/carers or who have a note from their Learning Mentor;
- Repeat offenders regarding home learning standards should be referred to the Head of Faculty/course leader and a letter should be sent home ([Appendix B](#));
- If a parent is concerned over any aspect of home learning, s/he is encouraged to contact the subject teacher in the first instance by email or by phone.

3.10 Attitude to Home Learning/ Attitude to Independence:

Chosen Hill School encourages students to develop a growth mindset, recognising that a student's attitude to learning is a key determining factor in their progress and achievement. Attitude to Home Learning (main school) and Attitude to Independence (Sixth Form) are recognised in the school's 'Go Green programme (see Assessment and Reporting policy) where teachers allocate a score for A2H and A2I at each curriculum monitoring data drop.

ATTITUDE TO LEARNING	EXCEPTIONAL	<ol style="list-style-type: none"> An attitude shown in lessons that always meets expectations 'Actioned' the learning objectives every lesson Feedback always actioned and never had to be repeated. A very positive Growth Mindset shown in every lesson
	GOOD	<ol style="list-style-type: none"> An attitude shown that meets expectations almost every lesson. 'Actioned' the learning objectives in almost every lesson Feedback almost always actioned and rarely had to be repeated. A very positive Growth Mindset shown in nearly all lessons.
	SATISFACTORY	<ol style="list-style-type: none"> An attitude that meets expectations in most lessons 'Actioned' the learning objectives in most lessons Feedback mostly actioned and did not often need to be repeated. Positive Growth Mindset shown in most lessons
	REQUIRES IMPROVEMENT	<ol style="list-style-type: none"> Has not been working hard enough yet, to meet expectations Insufficient 'actioning' yet, of the learning objectives in lessons. Feedback insufficiently actioned yet. Sometimes needs repeating. Positive Growth Mindset sometimes shown – not yet consistent.
	CAUSE FOR CONCERN	<ol style="list-style-type: none"> Expectations for progress are not yet in reach, due to lack of effort so far. Not yet engaged with comments and direction. Feedback rarely acted on yet, and much need for repeated feedback. Growth Mindset rarely shown yet. Often Fixed Mindset.
	CAUSE FOR SERIOUS CONCERN	<ol style="list-style-type: none"> Expectations for progress not in reach, due to lack of effort & a poor attitude to learning No obvious progress has been made yet since the last report. Feedback not acted on yet, so feedback needs constant repetition. No Growth Mindset shown yet – consistently Fixed Mindset.



Sixth Form Independent Learning Development

Key indicators

ATTITUDE TO INDEPENDENCE	EXCEPTIONAL	<ul style="list-style-type: none"> a) Consistently embracing challenges in and beyond the syllabus b) Demonstrating inquisitiveness and the ability to question critically c) Consistently Growth Mindset approach with high aspirations and appreciation of long term goals over short term results d) Leading collaborative working and discussions in and outside of the classroom <p>+ Qualities expressed in 'Good'</p>
	GOOD	<ul style="list-style-type: none"> a) Willingness to take risks and seek support appropriately b) Proactively respond to and progress their learning in response to feedback received both with commitment and in a timely way c) Understanding of the importance of effort, practise and resilience in order to make progress with learning d) Undertakes meaningful & targeted wider reading around the course content <p>+ Qualities expressed in 'Satisfactory'</p>
	SATISFACTORY	<ul style="list-style-type: none"> a) Ability to prioritise effectively and meet deadlines b) Preparation for lessons showing organisation, motivation and commitment c) A positive and consistent response to feedback d) An honest awareness of own academic strengths and weaknesses e) Some evidence of wider research / reading beyond the syllabus f) File checks showing sound organisation / lesson notes thoroughly completed
	REQUIRES IMPROVEMENT	<ul style="list-style-type: none"> a) Not yet making effective use of independent study time b) Not yet meeting all submission and preparation deadlines c) Feedback rarely fully actioned d) Little evidence of wider research / reading beyond the syllabus e) File checks showing meeting minimum requirements for organisation and completeness of notes.
	CAUSE FOR CONCERN	<ul style="list-style-type: none"> a) Incomplete or inadequate work submitted or deadlines being missed b) Feedback rarely actioned c) Good habits not yet established in independent study time d) No evidence of wider research / reading beyond the syllabus e) File checks showing weakness in organisation / gaps in notes
	CAUSE FOR SERIOUS CONCERN	<ul style="list-style-type: none"> a) Expectations for progress not being met b) Feedback not being actioned c) Bad habits established in independent study time d) Consistently Fixed Mindset, low aspirations and short term goals expressed. e) Poor organisation / careless errors and serious gaps in notes

3.11 Home Learning Monitoring Responsibilities

School Council:

Home learning and its impact will be regularly discussed as an agenda item at Year Group and School Council meetings.

Head of Faculty / course leader:

- a) Responsibility for ensuring home learning tasks are carefully planned and structured to support progression in learning as part of subject Schemes of Learning – Faculties are encouraged to plan tasks collectively to encourage consistency of good practice;
- b) Responsibility to ensure there is consistent practice across the faculty/course in high expectations, setting, managing and assessing home learning;
- c) Home learning, as well as class work, is monitored by Heads of Faculty in line with the whole school self-evaluation Teaching and Learning calendar and faculty standardisation practices, including work scrutiny and quality assurance measures.



Senior Leadership Team:

- a) The senior leadership team undertake year group and target group work scrutinies in line with the school self-evaluation Teaching and Learning calendar to evaluate home learning standards, impact and to identify good practice;
- b) A whole school evaluation of the effectiveness of the home learning policy will be carried out regularly. This will involve consultation with staff and a sample of parents and students. Where further good practice is identified, this will be shared across the school.

Governors:

The Governors' Learning and Outcomes Committee will receive reports further to the whole school evaluation cycle to monitor the impact of this policy.

4. Monitoring and review of the policy

This policy will be reviewed bi-annually and the objectives updated as necessary.

Approval and Review

Approved: December 2021
by Governors – Learning Outcomes

Next review: December 2023

Signed: 

[Amanda Aston] Chair of Governors



[Matt Pauling] Headteacher



Appendix A – Helping your child with their home learning

Show you think Education and Home Learning are Important:

- Set a regular time every day for your child to complete home learning tasks
- Ensure your child has paper, books, pencils and other things needed to do learning tasks and, where possible, ensure there is a quiet place for them to work free from distractions.

Monitor Home Learning Tasks:

- Do you know what your child's home learning tasks are? How long should they take?
- Do you see that tasks are started and completed to the best of your child's ability?
- Do you read the teacher's comments on tasks that are returned?
- Is TV viewing, playing on games consoles / social networking cutting into your child's home learning time?
- Do you check *Satchel: One* on a regular basis?

Provide Guidance:

- Help your child to get organised. Does your child need a calendar or notebook or a bag for books and a folder for papers?
- Encourage your child to develop good study habits (e.g. scheduling enough time for larger assignments; making up practice tests). It is important that home learning tasks are at least looked at, if not tackled as soon as possible after the lesson when they have been set as this allows time for further instructions or support from the subject teacher before the deadline for completion.
- Do you talk with your child about home learning tasks? Does s/he understand them? If not, encourage him/her to talk to the subject teacher as soon as possible and not struggle with specific tasks for an extended period of time.
- Do you and your child talk about plagiarism and its consequences?

Talk with someone at school when problems come up:

- If a problem comes up, do you contact the teacher?



Appendix B – Concern over engagement of home learning parent letter

Date

Dear

I am writing to inform you that _____ has recently failed to complete and return their home learning tasks in _____ for _____ on a number of occasions despite the support and sanctions implemented.

At Chosen Hill School, we greatly value home learning activities as it allows students to further develop their understanding of subjects outside the classroom and to develop the habits of study and learning that are essential to becoming an independent and successful learner. These habits will ultimately lead to greater success in all areas of the curriculum.

I am sure we can rely on you help and support in ensuring that _____ attempts and returns all future home learning tasks according to the deadlines set.

Please sign the tear-off slip below to acknowledge receipt of this letter.

Yours sincerely,

Head of Faculty

Tear here and return

Parent/Carer’s receipt:

I have received your note about the failure to complete home learning tasks and will ensure that, in future, it is completed and returned to the subject teacher on time.

Parent/carer’s signature: _____

Date: _____

Student’s name: _____

Learning Mentor Group: _____