



**Community**

**Aspiration**

**Respect**

**Excellence**

## Home Learning Policy

**Policy Date:** June 2023

**Renewal Date:** Sept 2024

**Owner:** Assistant Principal

**Approved by:** AIM Board

<b>Status:</b>	Under Review	
	Approved	✓

**Date approved by AIM Board:** June 2023

# Ashlawn School

---

Home Learning Evidence shows that the impact of home learning, on average, is five months' additional progress. Evidence also suggests that how home learning relates to learning during normal school time is important. In the most effective examples home learning was an integral part of learning, rather than an add-on. The average impact of homework can add 5 months on to learning but it is the quality of the task that is more important than the quantity of work required from the pupil. There is some evidence that the impact of home learning diminishes as the amount of time pupils spend on it increases. (Education Endowment Foundation)

## **Why we set home learning activities:**

- To expand on or pre-learn material ready for use in the classroom, developing a breadth of knowledge and understanding.
- To consolidate knowledge and understanding by reviewing and applying knowledge and understanding.
- To develop revision skills and commit key ideas to memory.
- To develop independence and organisation skills for KS4, KS5 and beyond.
- To develop a home school partnership where parents and carers have an insight into learning in specific subject areas.

## **Teachers will:**

- Set all home learning on Edulink One, giving specific details on the tasks for parents and carers to be able to support when needed. Further information may be placed on students google classrooms
- Set purposeful home learning activities related to preparation, application and response.
  - Preparation activities will support students in getting ready for learning in lessons.
  - Activities could include, research, reading, investigating issues, revision techniques to memorise subject specific knowledge.
  - Application activities will enable students to use knowledge, understanding and subject specific skills. Activities could include practising skills to prepare for an assessment, consolidation of learning in the classroom, using knowledge and understanding in different contexts. These could be set online, in booklets or workbooks.
  - Response activities will allow students to respond to personal feedback to develop knowledge, understanding and skills to make progress in specific subject areas.
  - Activities could include working on a specific target, redrafting or editing work already completed or developing a new skill.
  - They may include reading, literacy and vocabulary activities.

# Ashlawn School

---

- Activities will be focused and meaningful to the students learning
  - Activities for food technology may include shopping for and weighing ingredients, reading through and understanding methods for recipes
  - Preparation activities for completing assessments in lessons to avoid the use of artificial intelligence
- 
- Give students appropriate notification for home learning to be completed via Edulink One and this should include at least one weekend to enable students to manage their time effectively
  - Ensure home learning is self, peer or teacher assessed and feedback given.
  - Ensure that home learning activities are targeted at preparation, application, or response.
  - Provide opportunities for students to seek help if needed, for example home learning club or online platforms
  - Provide paper copies if appropriate and when requested if technology is not available
  - Reward students using the CARE value achievement points on Edulink One when home learning is completed well.

## **Students must:**

- Complete home learning activities on time and to the best of their ability with consequences being given as per the positive behaviour policy
- Complete home learning activities within the timeframe given
- Seek help before the deadline if they are unsure of how to complete home learning activities and make use of home learning support opportunities in school.
- Discuss home learning with parents.
- When home learning has not been completed, appropriate action will be taken by the subject teacher/department. This could include a break time, lunchtime or after school detention.

## **Parents and carers should:**

- Support students with home learning activities.
- Use homework as an opportunity to discuss learning.
- Support students to explore wider issues raised by home learning.
- Contact subject teachers if there are queries regarding home learning activities.

## **Recommended home learning time**

The tables below set out a guide for the home learning time per fortnight in each year group. This is a guide for subject staff, although it is clearly difficult to judge how long it will take every member of the class to complete the work; teachers should inform their students

# Ashlawn School

---

how long they believe the task should take and encourage their students to give feedback to them at the end of the task. This is also a guide to students and parents; if the task is taking significantly longer than the allotted time then they should give feedback to the teacher.

Parents and carers should contact the staff member via Edulink One if they have decided that the task is taking too long and cannot be completed by the deadline.

If the teacher knows that a task will take longer than their allocated time, then they should make this clear to the students and inform them that the home learning will count for the appropriate number of weeks.

## Key Stage 3 (15 minutes per hour)

Subjects	Teaching time per fortnight (hours)	Home learning expectations per fortnight (hours/minutes)
English and maths	6	1 hour 30 minutes per subject
Science (computing)	6 (2)	1 hour 30 minutes (30 minutes)
Geography, history (RE)	4 (2)	1 hour per subject (30 minutes)
Languages	3	45 minutes
The Arts (drama, dance, food, art, music, design technology)	2	30 minutes

## Key Stage 4 (15 minutes per hour)

Subjects	Teaching time per fortnight (hours)	Home learning expectations per fortnight (hours)
English and Maths	8 and 7	2
Science (separate)	8 (12 hours)	2 (3)
Languages	6	1.5
History or geography	6	1.5
Options such as dance, P.E, computing, business	5	1.25

## Key Stage 5

Subjects at key stage 5 have 8-10 hours teacher contact time per subject. It is expected that for every hour that they are in lessons they complete a further hour independently. This could be set by the teacher or revision/retrieval/research based tasks.