

# La Mare De Carteret High School

Attend. Aspire. Achieve.

## Policy Document



## Home Learning

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Division:	Ready to Learn Behaviour and Engagement	
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## Vision

La Mare De Carteret High School raises aspiration and achievement for all.

We prepare our students for a rapidly changing world by ensuring they are successful learners; confident individuals; responsible citizens and effective contributors.

La Mare students are resilient, self-reliant individuals who succeed today and are ready for tomorrow.

This will be characterised by:

- High standards, outstanding attainment and rapid progress
- Successful learners and high quality teaching
- Positive parent partnership
- An inclusive pastoral system that encourages high aspirations, ensures students are safe and develops confident individuals
- Students who attend, are happy and effectively contribute to an engaging and vibrant personalised curriculum
- A professional learning culture where staff seek continuous improvement and share best practice
- Responsible citizens who actively contribute to our community and the wider world.

## Rationale

Every child gets one chance at their school education. To make the most of the broad and balanced secondary school curriculum each student must engage in home learning time so that they are imbued with the knowledge and understanding to put quality first teaching into context and make rapid progress in each subject area. The education that our students receive begins in the class room that stimulates further engagement and independent learning activity beyond this environment. Students own their education and must extend their learning to take the maximum benefit from the resources available to them at school.

We live in the 21<sup>st</sup> Century and students who complete learning tasks outside of the class room do not conform to the archetype of young people who were growing up a generation ago. The mode of setting homework that must be completed on paper and within a small window of time belies the flexibility needed for students to access learning material on their terms. Furthermore, the idea of students having equality of provision at home to complete such tasks is not appropriate for all students. Therefore, we will move beyond a traditional model towards a more progressive policy designed to give children access to learning on their own terms and with consistent opportunities to achieve in line with all other students in their respective year group.

This policy is designed to reduce teacher variation by creating a student focussed system which can be tailored so that each child engages with learning away from lessons. To this end, **all home learning tasks will be published on Show My Homework with the requirement for students to record this in their planner with both electronic and paper resources to be made available to support study. Google class-room is not a substitute venue for home learning to be posted but could be used in addition.**

Home learning tasks are set outside the timetabled curriculum. They contain an element of independent study in that it is not usually directly supervised by a teacher. This study is important in raising student achievement. These experiences should enable students to discover a passion for learning that goes beyond the class room and spurs them on to know, understand and value the importance of learning on an intrinsic level.

Home learning tasks enhance student learning, improve achievement and develop students' study skills and as such they are an integral part of the curriculum.

## Aims

Home learning tasks enable students to:

- Speed up their progress.
- Develop independent learning skills.
- Take ownership of their learning.
- Discover their learning passion.
- Collaborate with other students and share their learning with members of their family.
- Develop research skills and new areas of interest within and beyond the curriculum.
- Consolidate and extend learning covered in class or prepare for new learning activities.
- Enhance study skills e.g. planning, time management and self-discipline.
- Create channels for home school dialogue.

## Whole School Expectations

Each department will set home learning tasks which meet the **minimum** home learning time with **every task being set on Show My Homework.**

Key Stage 3	Weekly		
Subject	Year 7	Year 8	Year 9
English	1 hour	1 hour	1 hr 30 mins
Maths	1 hour	1 hour	1 hr 30 mins
Science	1 hour	1 hour	1 hr 30 mins
	Fortnightly		
Art	30 mins	30 mins	45 mins
Drama	30 mins	30 mins	45 mins
Geography	30 mins	30 mins	45 mins
History	30 mins	30 mins	45 mins
MFL	30 mins	30 mins	45 mins
Music	30 mins	30 mins	45 mins
Technology	30 mins	30 mins	45 mins
R.E.	30 mins	30 mins	45 mins
Careers			30 mins

Key Stage 4	Time per week	
Subject	Year 10	Year 11
English	2 x 60 mins	2 x 60 mins
Maths	2 x 60 mins	2 x 60 mins
Science	2 x 60 mins	2 x 60 mins
RE	1 x 30 mins	1 x 30 mins

Careers	Half-termly project	Half-termly project
Citizenship	1 x 30 mins	n/a
<b><i>Option Subjects will set home learning tasks of 60 mins per week, per subject as appropriate</i></b>		

## **Support for students who cannot complete homework at home**

Students may not be able to complete their learning tasks at home. To allow all students to access they will have the following opportunities available to them:

- **'Home learning club'** every day at lunchtime (Supervised by JLT; RM106).
- **Private study venue** every day at lunchtime (Supervised by duty staff in library and RM11).

## **Incentives**

**Students who produce excellent class work should be given 3 merits on their achievement profile.**

Students that embrace the opportunity to take ownership of the curriculum through engaging in high quality home learning should be praised in class.

Learning material that has been produced should be included in display work. Merits and rewards for achievement and sustained effort may be awarded for good progress in mastery of subject. For exceptional pieces of home learning, a department letter or postcard could be sent home.

## **Sanctions**

When home learning is not completed, teachers should initially support the student and ensure the learning task that has been set is appropriate for the student's needs. If this is so, then sanctions should be used. The sanctions are as follows:

1. Class teacher - discussion and negotiation with student. Informing parents via planner. If there is a repeated lack of engagement then a phone call home and further detention should be set.
2. Head of Department - discussion and negotiation with referred student followed up with a phone conversation with parents. Further lack of engagement resulting in a letter to parents and HOD detention.
3. Form Tutors - through weekly monitoring of planners, identifying students with barriers to extended learning across several curriculum areas and counselling the student to devise a plan. Referral to Inclusion Department if specialist support is needed to take place and placing on a report for daily monitoring in liaison with parents.
4. Head of Year - monitoring the performance of persistently poor performers across a range of subject areas. Liaison with parents with provision of supported study time during the HOY detention slot at lunchtime for students who need this support.

## **Responsibilities**

### **The role of the Student:**

- 1. To have their planner on the desk in every lesson.**
2. To record all home learning tasks in the planner.
3. To access Show My Homework to manage their tasks and download the mobile phone application if possible.
4. To complete home learning tasks to the best of their ability.
5. To make the most of support in school at lunch times to complete extended learning tasks by attending the homework club in room 106 and private study in the library / RM 11.

### **The role of the Form Tutor:**

- 1. To check each student's planner every week to ensure it has been signed and home learning tasks are being recorded. Where little is being recorded further investigation should be made via the Show My Homework system.**
2. To monitor behaviour points given for 'homework' descriptor and to contact parents if a student is underperforming in more than one subject area which may trigger a monitoring report.
3. To implement an intervention to address the problem with completing home learning tasks in liaison with the Head of Year.
4. To respond to any comments written in planners by parents as a priority.

### **The role of the Class Teacher:**

- 1. Publish all home learning tasks to Show My Homework with detailed and clear guidance.**
- 2. Instruct all students to put their planners on the desk at the start of every lesson.**
3. Set homework allowing students enough time to write homework in their planner using the Show My Homework screen on the whiteboard to avoid duplication.
4. Give comprehensive instructions and set deadlines for completed tasks.
5. Provide the resources attached to the Show My Homework page such as PowerPoints, task sheets, instructions, mark schemes so that students can use this as part of their brief.

6. Provide paper copies of resources, as well as help and support to students.
7. Use a range of assessment strategies to ensure that extended learning tasks are marked promptly. This should include self, peer and teacher assessment as appropriate.
8. Incorporate the feedback from home learning tasks into lesson time.
9. Celebrate the value of excellent work and demonstrate the meaningfulness of independent learning time by using stated incentives.
10. Inform the Head of Department if problems arise and support them in development of home learning across the department.

#### **The role of the Head of Department:**

1. To ensure that home learning tasks are consistent across their department and are all posted to Show My Homework.
2. To drive up standards in terms of the quality of home learning tasks set.
3. To ensure that home learning tasks are marked promptly across their department.
4. To monitor and evaluate the home learning policy within their curriculum area.

#### **The role of the Head of Year:**

1. To ensure that students are using their planners correctly and that they are being checked.
2. To keep records of the number of incidents of students not completing homework via SIMS.
3. To reduce the number of instances of 'homework' descriptor through intervention.
4. To produce a termly intervention log to show the action that has been taken to address students with the worst homework records.

#### **The role of the Senior Leadership Team:**

- 1. Support teaching staff with the use of Show My Homework through line management meetings and training opportunities across the school.**
2. Review home learning as part of the departmental review process.
3. Review departmental use of Show My Homework through line management meeting cycles.
4. Advise teaching staff on parental communication where appropriate.

#### **The role of the AHT (Home learning)**

1. **To provide staff, students and parents with the necessary home learning documentation.**
2. To work with the parent forum to better engage parents in home learning.
3. To organise the Show My Homework license, training requirements and strategy.
4. To organise extra-curricular clubs for students who cannot or will not work at home.
5. To communicate the necessity of home learning across the whole school in assemblies.
6. To develop classroom practice to enhance home learning across the school.
7. To measure the impact of home learning on specified cohorts across the school.
8. To monitor and evaluate the home learning policy.
9. To develop a culture of responsibility among the student body to complete homework.
10. To review annually the school home learning policy.

## **Monitoring and quality assurance**

As part of the monitoring and quality assurance process each **Head of Department** will review the home learning tasks through:

- **Regular monitoring** to ensure that members of their department have posted all home learning tasks on **Show My Homework**.
- A **half termly review of tasks set on Show My Homework** in their department to discuss quality in department meetings and to develop resources. This will be a regular item on departmental agendas across the school.
- A **termly work scrutiny** to assess the quality of feedback and student purple pen response to home learning tasks across the department.

***N.B – For single teacher departments these processes will be completed by the line manager.***

As part of the monitoring and quality assurance process each **Head of Year** will review student engagement in extended learning tasks through:

- Ensuring that **form tutors check planners** as part of regular learning walks.
- A **half termly analysis of behaviour points** accrued for 'homework' on SIMS with a report to be submitted electronically to the relevant AHT (D. Cleary; 2014-15).
- A **termly intervention log** to indicate students who have most persistently gained SIMS behaviour points for 'homework' across a number of curriculum areas. This log should show the intervention to be taken by the pastoral team and/or inclusion department but could include form tutor interventions such as telephone calls to parents, monitoring reports and rewards for improvement.

As part of the monitoring and quality assurance process the **Assistant Headteacher (Home learning)** will evaluate home learning across the school through:

- Analysis of HOD work scrutiny and departmental minutes.
- Analysis of HOY learning walks, behaviour points for 'homework' and intervention logs.
- Regular whole school monitoring of Show My Homework usage across departments.
- Termly whole school analysis of 'homework' behaviour points.
- Collation of departmental review feedback on home learning.
- Impact analysis of home learning on student progress across identified cohorts.
- Chairing meetings with the parent forum and gaining stakeholder feedback.
- Chairing meetings with JLT and gaining stakeholder feedback.