



Saint Paul's Catholic High School

Moving forward together. Achievement for all!

HOME LEARNING POLICY



Journeying together with Jesus Christ, we learn to love and love to learn.

Document Record	
Title	Home Learning
Date	12th September 2022
Supersedes	New Policy
Author	Charlotte Cooper
Date Approved by Headteacher	12th September 2022
Date considered by Governing Body	
Review Date	12th September 2023
Date Adopted by School	19th September 2022

Key Stage 3

Intent:

To ensure there are clear and consistent links between our curriculum offer in school and pupil engagement at home, pupils will be expected to complete home learning each week when assigned for core subjects (Maths, English, Science and Religious Studies) and when assigned each fortnight for non-core subjects.

The aim of the home learning policy is to contribute to the promotion of securing key knowledge and developing key skills resulting in high quality learning and progress for all pupils.

Research from the Education Endowment states that: 'Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons'. The research also states that: 'Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons, or revise for exams... Therefore, schools should consider the 'active' ingredients to the approach, which may include:

- Considering the quality of homework over the quantity.
- Using well-designed tasks that are linked to classroom learning.
- Clearly setting out the aims of homework to pupils.
- Understanding and addressing any barriers to completion, such as access to a learning device or resources.
- Explicitly teaching independent learning strategies.
- Providing high-quality feedback to improve pupil learning.
- Monitoring the impact homework on pupil engagement, progress and attainment.

At St Paul's Catholic High School, we strive to ensure that we use effective research within our policies to best develop and support our learners. We have composed the implementation aspect of our Home Learning Policy using findings and guidance from the EEF and endeavor to implement the 'active' ingredients as stated within the EEF research.

Implementation

The implementation structure enables pupils to build on prior knowledge, cement new found knowledge and promotes curiosity of knowledge given beyond the classroom setting. The fundamental purpose of the implementation is to promote resilience from our pupils; encouraging pupils to actively identify gaps in knowledge but also be provided with opportunities to secure subject knowledge.

Teachers may assign pupils a 30-minute task each week for core subjects and each fortnight for non-core subjects. At Key Stage 3 and Key Stage 4, teachers might assign home learning tasks on Microsoft 365 using Share Point to share materials/ resources and expectations. All pupils will be provided with a Microsoft 365 log in and have received training and support on how to access the platform.

The expectations of stake holders are below:

Pupils are expected to:

- complete all homework to the best of their ability and within the time stated
- ask for help before the deadline if they are having trouble
- present their work to a high standard

Parents and carers are expected to:

- check that homework has been completed
- support their child by talking about the homework that has been set
- communicate with teachers if difficulty is experienced by their child and further support is needed

Form tutors are expected to:

- encourage pupils to complete their homework, particularly if there are concerns
- report any concerns or comments to Progress Leaders/ Heads of Department

Teachers are expected to:

- ensure that homework is set weekly/ fortnightly (dependent on subject)
- ensure that homework is appropriately challenging
- monitor the completion of homework and the quality of work produced and act when homework is not done or is of poor quality
- insist that work is repeated when the standard of presentation is poor or if it is below the standard of which the pupil is capable
- keep a record of non-completion of homework and communicate with parents when concerns arise
- ensure that instructions about the homework are clear to pupils
- provide feedback on the work submitted by pupils (see assessment and feedback policy)

Knowledge Organizers

At Saint Paul's, we have created a five-year curriculum plan that builds effective revision strategies into home learning and lesson tasks. Research around memory suggests that if knowledge is studied once and not revisited or revised, it is not stored in the long-term memory. This means that after one lesson, or revising for one test, the knowledge will not be retained unless it is studied again and again. It won't be recalled unless it is revisited frequently, which will embed it in the long-term memory. This is often referred to as 'Spiral Learning' or 'Retrieval Practice'.

Each student will be given a hard copy of a 'Knowledge Book' each half term and this will link directly to the curriculum journey for each topic in each year group; they contain key knowledge, key skills and subject specific vocabulary. Knowledge Books are available on the school website and within the Home Learning section in Share Point within Microsoft 365.

Students may be asked, by their subject teachers, to focus on a specific section of the knowledge organizer to either be introduced to new knowledge in advance of a lesson or to consolidate knowledge to prepare for recall activities in an up-and-coming lesson.

If a task is set and the knowledge organizer to be utilized, each child should read that section, cover it up and attempt to write out the information from memory. They will then check they have done this correctly, against the knowledge organizer, self-correcting any mistakes.

This process is encouraged to be repeated a couple of times and we will refer to this method as 'cover, write-check'.

How to use a Knowledge Organiser for homework

- Knowledge organisers contain critical knowledge you must know.
- This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long-term.
- You must have your knowledge book for every lesson – it is part of your equipment.
- You will use your knowledge book for most of your homework, but you can also do additional self-study to help develop your long-term memory.

Style 1: Cover - Write - Check

- You will be asked to look at a specific section or sections of your knowledge organiser.
- You will need to follow your homework timetable so that you do the right homework for the right subjects each day.

1. Read a section of your knowledge organiser.
2. **Cover** it up.



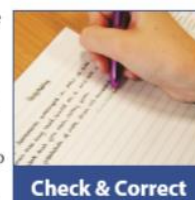
3. **Write** out what you've remembered.



4. **Check** the knowledge organiser to see if you're right.

5. **Correct** any mistakes in green pen.

6. Repeat this process two more times - even if you got 100% correct.



- You need to write your work into your Homework Book.
- Just like in lessons, you need to write the date and underline it.
- You also need to write the subject as a heading for each homework you need to complete.

We strongly encourage pupils to be independent and to utilise their knowledge organisers without prompting and direct instruction from teachers. The knowledge organiser should be used by pupils to prepare for and consolidate knowledge and skills frequently so that it can be stored in long term memory.

Copies/Materials

Each student should have the required materials (copy, book, equipment, device etc) for each subject and should submit homework into the correct place assigned by the teacher. Where a pupil does not have access to materials this must be discussed with the teacher in advance of the submission date so that support can be provided for the pupil.

Impact

We strive to equip our all pupils with the tools to be independent, resilient, and well-organized citizens. The Intent of the homework policy is to better schoolwork retention of knowledge and develop skills in a wide range of subjects within our curriculum offer.

Assessment and Feedback

Feedback for students will be deployed through varying assessment for learning (AFL) approaches that provide feedback which students then utilize to improve their work. As a result of this, students become actively involved in their learning process and from this gain confidence in their learning.

A variety of approaches are used depending on the subject, the type of task assigned and the submission style:

- Class correction (whole class feedback)
- Class discussion
- Self- assessment
- Peer assessment
- Written feedback to students

- Verbal feedback to students

Communication with Parents

All communication linked to failure to engage with home learning will be communicated via Class Charts. All parents and will be provided with Class Charts log in details from Year 7.

Class Charts will also be used to celebrate submission of home learning tasks using the positive home learning icon. Points collated by pupils from varying activities, tasks, and meeting standards both inside and outside of the classroom can be used to purchase rewards from our Reward Shop.

Any student who does not complete their homework, without good reason will firstly be issued a negative achievement point and given an extended deadline for submission. If home learning is not submitted a second time, teachers will make a phone call home to parents to discuss concerns and provide support if necessary. Finally, if not submitted for a third time a detention will be issued, to be served with the class teacher. This cycle will be repeated, with those pupils failing to engage with homework closely monitored by Heads of Department.

Different recall and retrieval activities will be provided each half term within lessons, by subject teachers. This method of testing knowledge and skills will allow a broad range of teaching and learning recall/ retrieval activities to be explored over the course of the year. The purpose is to expose all pupils to meaningful and engaging ways of accessing and storing key pieces of information, in turn promoting high expectations and secure subject knowledge and skills across all subjects.

Key Stage 4

Intent:

Our Intent for Year 10 and Year 11 is the same as outlined above for Year 7,8 and 9.

Note: In Years 10 and 11 the demands of qualification courses means that the pattern of homework set may well vary from any published timetables. This is particularly relevant with regard to coursework where increased demands will be placed on pupils at certain times of the year.

Implementation

The method of Implementation for Year 10 and Year 11 is the same as outlined above for Year 7,8 and 9.

Definition of Study:

Study is self-directed work on prior learning that the student undertakes on a regular basis.

As well as our heavily used Remote Learning Portal (Share Point) and Office 365 access, each student may have access to various online platforms with log in details assigned to pupils for subjects that they study. Examples of these are: Pixl, Hegarty Maths, GCSE Pod, Class Charts, Lexia, Dr Frost, IDL, MyOn Library and Seneca. The use of access to our online resources are strongly encouraged to be used by our pupils in combination with the expectation of completing home learning weekly/ fortnightly as set by their teachers.

Pupils may also include alternate methods of revision and recall activities. Ideas are below:

Mind maps: Mind maps are a great way of getting lots of key information on one page. 'A topic on a page' which the students can revise from. It's a good way of getting them to make links between events.

Knowledge Drop: This could be a great task for knowledge recall from a previous lesson or a topic studied some weeks ago. Simply write down all the points you can remember about a topic, it could be a spider diagram or a bullet pointed list. You can then check what you have remembered by using the Knowledge Organiser.

Flash Cards: These are great for examination preparation and especially good for people at home to support with homework. On one side write a question from your subject. This can be an examination style question or facts on a topic from the Knowledge Organiser. On the other side bullet point the answer.

Condense it: Students can read detailed pieces of information on a topic or from a Knowledge Organiser and find the key points. This can be done by highlighting the information or taking it further by condensing the information into 4 or 5 points or even some trigger words which will spark memory.

Give a lecture: This simple but effective task can be done in class or at home. Ask the student to talk about a topic without repetition for 1 minute. The aim is to get the student to verbalise their understanding of a topic and hopefully recall lots of information.

Mnemonic: The aim of a mnemonic is to remember important points, which may otherwise be tricky to achieve. The time spent making the mnemonic is a great memory aid itself! An example used in history classes to remember the terms of a World War One treaty can be seen below:

B- Blame

R- Reparations

A- Army

T – Territory

In remembering the word BRAT will help recall these key points.

Sketch it: A creative way of committing information to memory, students can use symbols, storyboards and even actions to remember the sequence of events or formula. We all learn in different ways, this is a great way to help with visual memory. A creative way of committing information to memory, students can use symbols, storyboards and even actions to remember the sequence of events or formula. We all learn in different ways, this is a great way to help with visual memory.

Impact

The measurement of Impact for Year 10 and Year 11 is the same as outlined above for Year 7,8 and 9.

Supporting children with Special Educational Needs

All teachers have access to the school's SEND register and plan home learning utilising the information provided by the SENDCo and stated within a pupil's Learning Passport.

The pace at which students work will vary according to the individual's needs and ability. Home learning must be appropriate to the ability of the student, supporting scaffolding and promoting inclusion of all students. It is expected that teachers must consider this when setting home learning.

Students with a special educational need can present their homework/assignments in a variety of formats which supports their learning. This will be discussed with the teacher when assigned to pupils. To ensure that overloading the student is not evident, the continuing involvement and communication of parents/guardians to teachers is valuable.