Vyners School

Home Learning Policy

1. Rationale

Research by the Educational Endowment Foundation finds that the average impact of Home Learning is positive across both primary and secondary school. The quality of the task set appears to be 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. 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.

EEF research can be found here. (EEF research - Home Learning)

2. The Purpose of Home Learning

At Vyners, we believe that all learners should have the opportunity to learn both at home as well as at school. Home Learning is carefully planned as part of the curriculum in each subject and is essential for the following reasons:

- It extends students' learning beyond the classroom to ensure students are appropriately challenged.
- It consolidates and reinforces knowledge and skills being developed at school, giving students an opportunity to practise their learning to fluency.
- It encourages students to develop the skills, confidence, and self-motivation needed to study effectively on their own.
- It facilitates retrieval practice and enables students to commit knowledge to long-term memory.
- It extends school learning (for example, through additional reading) and allows for a greater depth of study.

  To provide more time to fulfill coursework requirements.
- It provides opportunities for pre-reading for future learning and supports literacy.
- It sustains the involvement of parents/carers in the management of students' learning and keeps them in touch with what is happening in the classroom.
- It helps students to develop their time-management and organisational skills.
- It enables students to better manage the increasing demands placed on them as they get older, such as public examinations and the world beyond school.

3. The Principles of Home Learning

- Home Learning is a critical part of delivering the curriculum and needs to be treated as such. It is not an optional extra.
- Home Learning should be purposeful and integral to the scheme of learning, developing the scheme and enhancing its variety.
- Home Learning can be reading.
- It is set by departments as part of their curriculum planning and represents the autonomy of departments to recognise where Home Learning is needed.
- Like classwork, Home Learning provides stretch and scaffold so that all learners' needs are met.
- Where possible, Home Learning will be set and completed digitally (unless of a practical nature) with all students able to access their materials through either Google Classroom or a subject specific digital learning platform.
- For examination cohorts, Home Learning should only be set where appropriate, if at all, as it is expected that students will be revising. In such cases, staff will guide students with suggested revision activities and materials.
- Home Learning can be linked to the Vyners Super Curriculum.

4. Home Learning for Students with Additional Needs

Home Learning is important for all students but we recognise that students with additional needs may struggle to complete tasks outside the classroom. Teachers should ensure that students with additional needs have all the information and resources to complete Home Learning and that Home Learning tasks should be achievable for them. Where students with additional needs are regularly not completing Home Learning, this should be discussed with the SENCo to ensure that appropriate support is in place. Parents/carers will be contacted regarding support for Home Learning which will include working in the Learning Support for After School Home Learning Club, where help with Home Learning is available.

5. Support for All Students

- Students can communicate with their teachers via Google Classrooms about Home Learning tasks.
- The LRC is open after school every afternoon (Monday-Thursday until 4:30pm) and students can complete Home Learning there.

6. Roles of Teachers, Parents and Students

Broadly, if Home Learning activities are set, they should be:

- The shared responsibility of teachers, students and parents/carers

- Well chosen, purposeful tasks that contribute to learning
- Set with a duration of at least one week to complete
- Set with an indication of how long they should take to complete
- Set for completion in term time only
- Set as an 'Assignment' on Google Classroom with a deadline specifying:
    1. The task outline, with supporting documents attached, so that all students can access the learning
    2. The agreed submission date and how it will be acknowledged or marked

Teaching Staff will:

- Record inadequate or missing Home Learning on Sims (visible to parents via Edulink).
- Follow the correct school procedures as outlined in the Behaviour Policy as regards Home Learning and issue sanctions accordingly. Please see below.
- Provide feedback on all learning (including Home Learning) regularly according to the Assessment and Feedback Policy.

All students will:

- Check Google Classroom daily for updates on Home Learning.
- Demonstrate a commitment to spending an allocated time doing Home Learning.
- Complete all work set to the best of their ability.
- Present Home Learning appropriately.
- Hand the work in on time.

Parents should:

- Aim to provide a reasonably peaceful, suitable place in which students can do their Home Learning or help.
- Embody and demonstrate the benefits of Home Learning.
- Expect deadlines to be met and check that they are.
- Check the Edulink app to support their child with Home Learning deadlines and encourage their child to look at Google Classroom.

7. Home Learning Frequency

Different subjects set Home Learning in their own specialist areas to enable students to make the best possible progress. The frequency of Home Learning depends on how often a student studies a particular subject and which key stage they are in. The quantity of Home Learning will increase as students progress through the school. In Key Stage 3 each piece of Home Learning should be capped at 30 minutes, for example, and in Key Stage 4 students can expect to do longer Home Learning tasks in their option subjects once a week and more often in English, maths and science. Home Learning will also become increasingly challenging as students get older.

For more information on how departments in Key Stage 3 set Home Learning experiences, please click here.

In the Sixth Form (Key Stage 5), the amount of work students will undertake independently outside class time will be considerable. Students need to take responsibility for this themselves. A rough rule of thumb would be to do at least one hour of revision, research or preparation independently for each hour of taught time, so a student taking three A Levels would need to do at least 15 hours of independent study a week. Independent learning is also set on Google Classroom for the 'tenth' lesson that is timetabled for each student in every subject.

If no Home Learning has been set then students (especially in Key Stage 4 and Key Stage 5) should be revising in that subject for the allotted time. The best examples of what this looks like are given by individual subject teachers. However, here are some examples:

- Tasks supporting the Active Revision Cycle
- Cornell Revision Notes
- Flashcards
- Knowledge organisers
- Self Quizzing
- Individual Subject Based Virtual Learning Platforms

8. Sanctions

- For a small number of students, we recognise that sometimes it is challenging to complete all of the Home Learning set in the time allocated, no matter how hard they have worked. If a student has shown to their parent(s/carer(s) that they have spent 30 minutes on that piece and not completed it then a parent/carer may sign where they have got up to, therefore, indicating to the teacher 30 minutes has been used well.
- If a student misses a Home Learning deadline which has been clearly stated on Google Classroom then the student will sit in a department detention. This will be set at a time which is convenient for the teacher, not the student; parents are informed of this by the C1 for no Home Learning that is recorded on Edulink.
- The student will also be instructed to produce the Home Learning within two days of the original deadline.
- If the Home Learning is not completed for a second time then the student will receive a C3 detention.
- Persistent non completion of Home Learning will result in a student being put on an academic report to ensure their work is done on time, every time.

Ratification by Local Governing Body

Ratification Date: November 2024

New Review Date: November 2026