



Home Learning Policy

C011

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Prosperre Learning Trust is a Multi Academy Trust

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1. Rationale

"Homework is not an optional extra, but an essential part of a good education".

-1999 White Paper, Excellence in Schools

Chorlton High School recognises that **Home Learning** is a key factor in supporting the 5-year learning journey for our students. Excellent learning habits such as organisation, prioritisation and practice enable students to be independent learners equipped for success in all they do.

Home learning is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement; it enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Not all home learning is completed at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

2. Aims

Home learning enables students to:

- To take ownership and responsibility for learning.
- To consolidate and extend work covered in class or prepare for new learning activities.
- To show progress and understanding.
- To develop research skills.
- To have an opportunity for independent work to extend their learning further.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To access resources not available in the classroom.
- To share their learning with their parents and carers.

3. The nature of Home Learning

3.1 At Chorlton High School there are three key parts to 'homework':

- Home Learning.
- Home Study.
- Home Reading.

3.2 **Home learning** is homework that is set by a class teacher and requires submission. Chorlton High School will set all Home Learning tasks through an online platform which is available to all students

and parents. From September 2018 the breakdown of provision is:

- Years 7, 8 and 9: Doodle is used in all subjects.
- Years 10 and 11: GCSE-Pod is recommended unless there is a better subject specific resource. Doodle should be used to assign all Non GCSE-Pod homework.

3.3 Home Study is preparation for tests and reflection and gap filling after tests. In the build up to our Progress Tests, Non-Examined Assessments (NEAs) or any Examinations; **Home Learning** becomes **Home Study** which is independent enquiry. This takes place during the second half term of each term.

3.4 Home Reading. We also encourage our students to devote time to **Home Reading** as this will give students a wider knowledge base and understanding of the world. We expect all of our students to read at least three times a week at home, however we would like to encourage them to read daily.

4. Home Learning Structure

4.1 Years 7 & 8

English and Maths: weekly

Science, French & Spanish: 3 times a half term

All other subjects: Doodle or a written task/creative project

4.2 Years 9 - 11

English and Maths: weekly

Science and option subjects: every two weeks

4.3 In **Autumn 2**, **Spring 2** and **Summer 2** the emphasis shifts to **Home Study**. In the 2 weeks leading up to the test, the Home Study tasks should be based around revision and preparation. In the weeks after the test, the Home Study task should aim to fill any gaps identified in feedback after the test. The **CHS Therapies, Doodle, GCSE Pod and other relevant resources** can be used to do this.

4.4 Home Reading: We recommend that students read at least three times a week. Any reading is beneficial to students so we recommend reading anything from books to comics, newspapers to scholarly journals. Class teachers may supply lists of books and journals for further reading.

5. Reporting

Home Learning is reported through a **Home Learning Effort** grade. Staff are to use their professional judgement when assigning effort grades for written work. When using Doodle, it is worth looking at submission rates, dates of submission, scores and number of attempts at a quiz, when making a teacher assessment. Scores fluctuate with ability so staff must differentiate accordingly.

6. Responsibilities

6.1 The role of the student

- To listen to homework instructions in class.
- To regularly check online for home learning and home study that has been assigned.
- To build the routine for good home learning and home study as promoted by teachers.
- To ensure that work is completed to meet the deadline.
- To attempt all work and give their best.
- To read at least three times a week.
- To inform the class teacher of any difficulties.

6.2 The role of the class teacher

- To promote good routines for good home learning and home study.
- To set home learning according to the policy, giving full and comprehensive instructions.
- To set deadlines for completed work and ensure that they are met.
- To mark and return all home learning tasks promptly where appropriate.
- To provide revision lists and support work for Home Study.
- To monitor the completion of home learning tasks.
- To contact home if there are concerns.