



What Makes Good Home Learning?

1. Home Learning should be an integral part of the teaching programme and enhance and enrich the learning. The agreed Home Learning programme for each Learning Area should be published in advance in schemes of work. Where applicable, all Home Learning should be detailed in assignments, with the assignment teacher guide providing sufficient information to staff in order to ensure a common approach. Just as good assignments ensure differentiation by task, so a good Home Learning programme will also include provision for differences in ability and should be accessible to all Students
2. Home Learning should involve thorough preparation, just like any other learning activity. Text books or specially prepared learning resources should accompany the Home Learning, providing the student with the stimulus and the material needed to complete work set.
3. Avoid Home Learning that relies too heavily on completing work not finished in class. Do not use Home Learning as a blanket punishment for a whole class. Home Learning asking the students to work for a certain period of time should also be avoided. Good Home Learning should be a constructive exercise, building upon learning, and encouraging students to find education interesting and worthwhile.
4. Reading as Home Learning should be given only when appropriate. Tasks such as finishing and copying work should not be used as Home Learning, The Home Learning programme should provide a variety of learning activities.
5. All Home Learning set should be recorded by students in their Student Planners. Where an extended Home Learning is given which will run across more than one session, students should be asked to make entries in their planners for each session. If no entry is made for extended Home Learning it will give the impression to parents/carers that no work has been set. This is especially important in Key Stage 4 when giving coursework as Home Learning, where the coursework task runs over a number of weeks. **Students should be asked to make an entry for each week and coursework should be broken down into a series of short-term weekly targets.** This will facilitate improved monitoring of student work and should limit the number of students failing to produce satisfactory coursework.

6. Home Learning set at the end of lessons is often rushed and students tend not to record the work properly in their planners. Ideally Home Learning should be given at the beginning of the lesson. The teacher should organise the lesson to leave sufficient time for the explanation of Home Learning, any student queries and time for students to record Home Learning in their diaries. **The teacher is advised explicitly to instruct students to write Home Learning into planners.**
7. Verbal explanations of Home Learning are unlikely to be sufficient. Students may not understand, may forget or may record it incorrectly in planners. Home Learning tasks should be explained by the teacher, clearly and simply in writing. This could be in the form of a worksheet, with a brief summary in the planner.
8. Home Learning tasks should not depend too heavily on the student's own experiences or the resources available at home. Research work should be prepared carefully giving consideration as to where students may gain access to information needed. For example, not all students have the internet at home or are within easy reach of a library. Research tasks should involve careful preparation by the teacher to ensure all students can complete the task.
9. Staff are encouraged to make use of the Academy library as a resource for Home Learning. Teachers should consult the library staff in advance of the tasks set, ensuring that appropriate resources are available. Students have access to the library at lunchtime and between 3.40-5.00pm. Staff should also encourage students to make use of the Clubs operated by Learning Support and within different Learning areas.
10. Learning areas making use of research for Home Learning are advised to prepare packs of materials for students to use, which can then be stored in the Academy library. The library has extensive computer and reference resources, which may be extended if necessary.
11. All students should be given adequate time to complete Home Learning. The time required to complete work will vary with the task, however, in most circumstances Home Learning should not be **set one day and be required in the next day**. Home Learning should be set in accord with the published timetable, which has been negotiated and agreed with Directors of Learning.
12. All Home Learning should be promptly marked and returned to students with informative comments. Good marking involves developmental feedback comments explaining what was good about the work and/or targets explaining what needs to be improved. Marking of Home Learning tasks should follow the Whole Academy Marking Policy.

13. Students should be encouraged to present Home Learning tasks in a variety of ways e.g writing reports, graphic interpretations, list of data, video, power point etc.
14. Learning areas should operate after lesson detentions, until 4pm, to deal with students who fail to complete Home Learning. For longer detentions, 24 hours written notice must be given in the student planner. In addition, the tutor supported by senior staff acting as homework auditors, will sample planners and exercise books and will support teaching staff in ensuring that students complete their Home Learning. This will be encouraged by operating a series of sanctions. Students should be expected as a matter of course to catch up with missed work. Learning Areas also provide after lesson learning clubs to support students in their Home Learning and to allow students to use the Academy's resource from 3.40pm – 5.00pm

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