

What does the evidence say about Home Learning?

Evidence 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 Toolkit). Students should not typically be exposed to new material for their home learning, unless they are judged more expert learners (prelearning is the exception to this). Complex, open ended Home Learning is often completed least effectively; whereas, short, frequent Home Learning, closely monitored by teachers is more likely to have more impact (Hallam 2004). This could include summarising notes; using graphic organisers to recast classroom materials; guided research; exam question practise; guided revision etc.

Home Learning at SDCC and the Atrium

In order to ensure that Home Learning is aiding in class learning and enabling students to build effective schemas in their long term memory, and to ensure that home learning doesn't become burdensome for staff, we need to firstly establish clear and concise expectations around home learning.

What will it look like

All home learning should be **Meaningful, Motivating and Manageable** and based on the principles of the 6 effective learning strategies (Learning Scientists, 2019, Pre-learning and Flipped Learning):

- Spaced Practice - Learning that is spread out over time. Learning spread over a longer period of time is better than cramming.
- Interleaved ideas - switching between topics and ideas during a study session.
- Retrieval practice - reconstructing knowledge by bringing it to mind from your memory.
- Establishing Concrete Examples - using multiple concrete ideas to illustrate a concept
- Elaboration - asking "how" and "why" questions about a specific topic, and then trying to find the answers to those questions.
- Dual Coding - combining verbal representations of information (words) with visual representations of information (pictures/diagrams).

Homework can be made fully inclusive by using these strategies:

Pre-Learning - Using the resources that will be shared in the lesson; these could include PPTs, key terms and definitions or a diagram for labelling. This has shown to be effective in particular with SEND students.

Flipped Learning - High challenge activities, such as reading of articles or research about a given topic before a teaching episode.

Many of these ideas will work together - for example a Retrieval task that includes questions from multiple topics (interleaved).

Subjects have autonomy to design the Home Learning providing that it fits with the principles above. Seneca Premium meets all the criteria above and should be considered by departments in Home Learning planning. Subjects that have a coursework element must ensure that this is mapped across each half term as clearly defined tasks.

Setting and Submitting Home Learning

Home Learning is set on Classcharts.

Home Learning descriptions must detail the purpose of completing a task a particular way. They must be detailed and provide clear instruction with clear details on submission.

Students will submit homework in the manner requested by their teacher. This could be online or as a hard copy.

How will it be assessed and reported?

Departments will assess Home Learning according to their department policy. Whole class feedback is encouraged.

Praise

Praise points should be allocated weekly recognising Good and Excellent work that is in line with expectations.

Frequency of Home Learning

KS3 - Home Learning should take no longer than 30 mins

KS4 - Home Learning should take no more than 45-60 minutes

Every subject should set homework every week. How this is managed with shared teachers is up to Curriculum Leaders.

Support

Home Learning club will be available in the library at a lunchtime and afterschool.

Non-Completion of Home Learning

The follow up of non-completion of Home Learning will follow the principles outlined below:

1. Individual teachers are responsible for following up any non completion of Home learning, following the procedures outlined in the Rewards and Sanctions policy.
2. Students should be given a reasonable extended deadline for missing work in the first instance.
3. Failure to engage with the extended deadline/teachers No Homework is selected on Classcharts and the issue is transferred over to the behaviour and sanctions policy.

Home Learning Sanctions

If a student fails to submit home learning:

- Teacher issues a reasonable extended deadline. **Teacher logs this on Classcharts**, Late Homework, this is communicated to parents on Classcharts.

If a student fails to meet the extended deadline:

- Teacher informs student that they are to attend a lunchtime detention with that member of staff/department to discuss the matter. **Teacher logs this on Classcharts using the No Homework button**, this is communicated to parents via Classcharts. Teacher to indicate attendance on Classcharts by selecting Detentions from the drop down menu on the right on class charts.

If a student fails to attend the lunchtime detention:

- **Teacher logs this on Classcharts using the detention function and selecting Not Attended.** The Behaviour Manager contacts home to arrange an after college session 6 detention, Monday to Thursday.

If a student fails to attend the Mon-Thurs Session 6:

- Behaviour Manager contacts home and student is issued a Friday after school detention.

Behaviour manager runs a report every Friday. Students who receive 3 or more Homework sanctions are flagged up to their Director of Key Stage who decides on an appropriate intervention.