

Home Learning Policy

Chantry Academy



Approved by:	Thomas Moseley	Date: 7 th September 2023
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Chantry Academy Home Learning Policy

1. Introduction

1.1 Home Learning is an integral part of education in that it: -

- Promotes students' self-discipline and personal responsibility for learning and organisation.
- Reinforces work started in class, extending knowledge, and understanding.
- Gives opportunities to practice and develop skills.
- Allows parents to become involved in their child's learning.
- Is valuable in ensuring students' progress and raising achievement.

2. Amount of Home Learning

The academy does not have a fixed Home Learning timetable with time allocated for different subjects on different evenings. Students will need to learn to manage their time so that they do some Home Learning each evening. Each department will set meaningful Home Learning when appropriate for that subject. Staff should aim to set 1 piece of Home Learning a fortnight. This could change depending on the needs of the student.

2.1 The amount of time spent on each Home Learning task is flexible, but within the following guidelines: -

Key Stage 3	English, Maths and Science	Geography, History, DT and MFL	Drama, Music, Art, PE, RE, IT and Social Ethics
Minimum Requirement	At least 1 hour per fortnight	At least 30 minutes per fortnight	1 hour per half term (Note: This could be split e.g. 2X30 mins etc.)

Key Stage 4	English Maths and Science	All other subjects
Minimum Requirement	At least 1 hour per week	At least 1 hour a fortnight

3. The role of parents in supporting their child

3.1 At the start of each academic year a home-school partnership agreement will be issued to parents. In addition to Chantry Academy urges parents to:

- Provide a peaceful place in which their child can do their Home Learning or encourage them to attend Home Learning and study support clubs.
- Make it clear to their child that they value Home Learning.
- Encourage their child and praise them when they have completed Home Learning.
- Expect deadlines to be met and check that they are.

3.2 Parental involvement in the successful implementation of the Home Learning policy will be further encouraged by: -

- Publicity material made available at progress evenings.
- Raising the issue at a series of parent information evenings arranged for parents, throughout the academic year.
- Contact with the parents of specific pupils where the completion of Home Learning is a concern.

4. The planning & nature of Home Learning tasks

4.1 Home Learning tasks should: -

- Be relevant, meaningful, and set for a purpose.
- Not be used regularly for “finishing off” class work. This places a heavy burden on some students and too light a demand on others.
- Be adapted based on prior assessment to provide an equal and appropriate challenge for students of differing abilities.
- Be manageable for pupils in terms of time and resources.
- Be explained clearly to students so that they know what they need to do and how the work will be assessed.
- Be manageable for staff in terms of marking.
- Be varied. Suggestions include: -
 - Writing assignments.
 - Learning assignments. (Where students may be asked to learn a piece of work, practise a skill, recall knowledge)
 - Preparing an oral presentation.
 - Reading in preparation for a future lesson.
 - Finding out information/researching a project.
 - Using a specific website. (E.G Seneca, Sparx, GCSE POD)
 - Revision activities in preparation for examinations.
 - Reading for pleasure.
 - Subject projects

5. Special Educational Needs

5.1 For SEND students Home Learning tasks should be adapted and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs.

5.2 Home Learning should not be seen as an attempt to allow SEND students to catch up with the rest of the class.

5.3 Prior liaison with the SENCO should aim to ensure that tasks are manageable and skill practice incorporated.

5.4 Tasks should be varied, have a clear focus and time-guideline, and allow all students the opportunity to succeed.

6. The recording & monitoring of Home Learning

6.1 Departmental Policy Statements and Schemes of Work must reflect the Academy’s Home Learning Policy and procedures. Departmental strategies should be agreed and reviewed regularly to ensure effective setting, recording, marking, and monitoring of Home Learning.

- 6.2 Parents, in accordance with the Home-School Partnership, are expected to check that students have completed their Home Learning to a suitable standard.
- 6.3 Form tutors should check students are completing all Home Learning to a suitable standard. Where significant problems arise, they should be referred to the Year Manager and or subject teacher.
- 6.4 Home Learning should be written on the board and staff wherever possible should check Home Learning has been recorded by students. Staff should record Home Learning on the GO4Schools App and their Teams area and if necessary, share via email.
- 6.5 Printed copies of all work must be made available for students if required.
- 6.6 Year Managers should support tutors in the monitoring of Home Learning through spot checks and following up concerns referred to them.
- 6.7 The Senior Leadership Team have a monitoring role to ensure that Home Learning is being set across each Key Stage and should carry out systematic sampling at regular intervals. Serious difficulties experienced by the Year Manager may be referred to the Senior Leadership Team.
- 6.8 Subject Leaders must ensure that Home Learning is set and marked regularly, by all members of their department, in accordance with school and departmental policy.
- 6.9 It is the responsibility of the teaching and learning lead to ensure that an evaluation and review of school Home Learning policy and procedures is undertaken. The key criterion will be the extent to which the policy is contributing to students' progress and their attitude to learning.

7. Feedback to students

- 7.1 Effective and prompt feedback is fundamental in helping students to progress.
- 7.2 Schemes of work must include how Home Learning tasks are to be assessed, and the criteria must be shared with students.
- 7.3 Written comments must be constructive, indicating to the student what and how to improve.
- 7.4 Student self and peer evaluation exercises and the use of model answers are useful to aid students' understanding of assessment procedures
- 7.5 Success must be rewarded, and student self-esteem raised. Suggestions include: -
- The use of the reward system.
 - Recommendation for Departmental Awards.
 - The use of departmental certificates and postcards.
 - Verbal praise to individuals and groups.
 - Students' work displayed in classrooms and corridors.
 - Recording achievements.

8. Strategies for supporting the completion of Home Learning

8.1 The primary aim is to impress upon students that Home Learning is a vital part of their education, to be done at home or within study support sessions. A variety of strategies must be employed to ensure the successful completion of Home Learning.

8.2 Home Learning Club is available every day from 3 -4pm in the library. All students have access to this and will be supervised by teaching staff and SEND support.

8.3 If students fail to submit or complete Home Learning this must be recorded by subject staff on Go and parents/carers should be notified. Providing that there are no extenuating circumstances, students must complete the set work:-

- Independently
- by recorded attendance at a study support or Home Learning group
- within a subject/department detention.

8.4 Further failure to complete Home Learning will result in referral to the Head of Department and the student being placed in detention, where, if appropriate, the task will be completed. It is the responsibility of the subject teacher to supply work. This matter can be referred to the Year Manager for support.

8.5 A further referral to the Head of Department will result in a letter to parents outlining the nature of the problem and an intention to place the student on Home Learning report. The co-operation of the parents is requested at this stage. The Year Manager and relevant SLT will support at this stage.

8.6 If failure to comply with Home Learning requirements continues while the student is on Home Learning report, referral is made to the relevant Key Stage SLT link, who will request a parental interview. Failure to comply at this stage will result in an interview with the Headteacher.

9. Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Chantry Academy recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art Home Learning about AI-generated images. All AI-generated content must be properly attributed.

Pupils may not use AI tools:

- During assessments, including internal and external assessments and coursework.
- To write their Home Learning or class assignments, where AI-generated text is presented as their own work.

Chantry Academy considers any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures.