

Home Learning Policy



**Brighton Hill
Community
School**
Making success inevitable

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Home Learning Policy

Rationale

This policy has been produced to provide a coherent framework from which all faculties can develop a consistent and effective approach to home learning for students of all ages and levels of attainment. When implemented effectively, home learning can raise student attainment and the quality of the educational experience we provide to students and parents.

The purpose of this policy is to ensure that home learning arrangements are educationally beneficial, manageable and purposeful for students to complete and teachers to administer and assess, and to outline responsibilities for teaching, non-teaching staff and parents/carers.

Purposes of Home Learning: Philosophy

There are various benefits to setting home learning tasks which support the learning and teaching which occurs in the classroom:

- To encourage and develop self-discipline, study habits and a range of skills in planning and organising time
- To gather, acquire, develop and be fluent in the key knowledge required for new style GCSEs.
- To reinforce the knowledge and learning that has taken place in lessons or will take place in lessons (flipped learning)
- To prepare or research key knowledge for a new topic or project
- To give students experience of working on their own, and to develop in students a sense of responsibility and commitment to their own learning
- To involve parents/carers as partners in supporting the education and progress of their children.

Principles Underlying the Home Learning Policy

- The purpose of home learning should be clear to students.
- Students must take full responsibility for their home learning and should be supported by their parents/carers. The school should provide opportunities for parents/carers to understand best how to support their children with their home learning.
- Home learning, for each student, should be focused on building the knowledge and understanding required for further progress and directly linked to the learning taking place in lessons, rather than an add-on.
- Home learning should promote opportunities for consolidation and extension.
- Home learning should be accessible to all students without the need for significant parent/carer involvement.
- Home learning should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.
- It is at each faculty's discretion to determine the length and frequency of the home learning set, depending upon the nature of their subjects and the frequency of lessons assigned to each faculty. Some faculties may choose to set a longer task once a week, whereas others may choose to set a shorter task after each lesson.
 - As a guide:
 - Years 7 and 8 should spend, on average, between 45 minutes to an hour on home learning per evening, on home learning set by faculties or on self-guided study
 - Years 9, 10 and 11 should spend, on average, between an hour to an hour and a half on home learning per evening, on home learning set by faculties or on self-guided study



Responsibilities

The Role of the Deputy Headteacher:

- Lead and monitor the implementation of the Home Learning Policy
- Monitor the quality of information about home learning that appears on the school website
- Oversee the running and monitoring of Home Learning Support Club
- Monitor the effective implementation and use of the Home Learning Policy
- Monitor the effectiveness of Home learning on students' progress

The Role of Heads of Faculty:

- Devise their own Faculty Home Learning expectations in line with the school's principles to ensure that home learning is faculty and subject specific
- Monitor the home learning activities within their Faculty to ensure that they are in line with Faculty policy and the school's principles and discuss these regularly during faculty meetings
- Monitor and review samples of home learning to ensure appropriateness and challenge
- Ensure that teaching staff in their faculty are following the Home Learning Policy
- Support colleagues regarding students who are not completing their home learning by communicating with parents/carers, tutors and Heads of Year

The Role of Heads of Year and Tutors:

- Actively encourage students to attend the Home Learning Support Club
- Alert Heads of Faculty to any concerns raised regarding Home Learning in their faculties
- Incorporate work on independent learning and revision skills as part of the tutoring programme as appropriate to the year group they lead

The Role of Teachers:

- Provide home learning activities in line with Faculty guidelines and frequency
- Clearly explain what the home learning entails and its purpose, with a focus on how revising and revisiting knowledge taught in class through home learning activities will improve progress.
- Give a clear indication of the length of time that the student should reasonably spend on the work and realistic deadlines for completion. For longer, more challenging pieces of Home Learning teachers should allow at least three evenings for completion.
- Ensure that all students record their home learning in their Student Planners
- Publish home learning activities/tasks on Teams for students and parents/carers to access from outside the school (a weekly e-mail will automatically be generated to inform parents/carers about home learning, once it is submitted to Teams)
- Ensure that the title of the home learning task on Teams starts with HOME LEARNING... to clearly differentiate home learning tasks from other remote learning tasks that may be set.
- Keep records of home learning set, and of home learning completed by students
- Ensure that any extended home learning tasks are more competition-based, for example cake baking, making volcanoes and award House Cup points for participation and effort in these tasks

The Role of Parents/Carers

Parents/carers have a key role to play in ensuring that home learning is completed to the best of their child's ability. They are encouraged to provide practical support for home learning by:

- Establishing a routine whereby home learning is given a recognised place in home life
- Discussing home learning with their child regularly
- Taking a supportive role in their child's home learning, for example by quizzing them on



- knowledge to be learned
- Providing an appropriate place where study can be undertaken

See Appendix A for guidance provided to parents/carers in supporting their child with home learning.

The Role of the Student:

- Students are responsible for completion of home learning to the best of their ability and on time
- Students must record all home learning tasks in their Student Planner
- Students should plan their time carefully to ensure that workload is as evenly spread as possible
- When students are asked to revise and revisit knowledge that has been taught in lessons, they should actively self-quiz to aid retrieval of this information to be learnt.
- Students should seek appropriate support to ensure that they are able to complete tasks set for home learning. This may involve attendance at Home Learning Support Club or seeking clarification from the class teacher.

Non-completion of Home Learning

Given the importance of the purposes of home learning laid out above, a student may encounter gaps in their knowledge and skills if a home learning task is not completed at all or not completed to a sufficient standard. As such, the following principles and steps will apply across all subjects:

- When a student fails to complete home learning, the teacher will communicate directly with the parent/carer to notify them of the following outcomes:
 - Home learning not completed and, at the teacher's discretion, a catch-up is not deemed necessary
 - Home learning not completed and home learning catch up set. If the catch-up is due to take after school, the teacher will ensure that it is for the following day or beyond to give parents notice regarding their child getting home from school.
- Whilst teachers will not set sanctions for non-completion of home learning, re-tests and independent catch-up study to ensure student mastery of key knowledge can be arranged at the teacher's discretion
- The teacher may choose to cancel the catch-up session if the student provides the home learning task, completed to a satisfactory standard, before the scheduled catch-up session.
- If a re-test or catch-up session has been set and the student does not attend, the class teacher will use SIMS to log non-attendance at re-test/catch up session (5 behaviour points) and issue an After School Reflection.
- Additionally, if the home learning task has still not been completed following an After School Reflection for non-attendance at a catch-up session, further communication will be made with parents to inform them of this, requesting that the home learning task is completed as soon as possible and offering further solutions for any barriers to the child completing home learning.

Home Learning for Year 7

When implemented effectively, home learning can raise student attainment and the quality of the educational experience we provide to students and parents. However, we also acknowledge that this is potentially an area of significant change from primary school and therefore, has the potential to cause anxiety amongst our Year 7 students.

- In order to support our Year 7 students with their transition to secondary school, all students will take home on day 1 a YEAR 7 FUNDAMENTALS BOOKLET. This is a set of tasks to complete over the first two weeks at home. Some of the tasks will require support from parents/carers,

but this is all set out in the booklet. The tasks are progressive and aim to teach your child some of the fundamental skills they will require in order to access the IT at school.

- From mid-September until the October half-term, students will only receive home learning in English, Maths and Science.
- After October half-term Year 7 students will begin to receive home learning from the full spectrum of subjects they study.

Appendix A

Checklist for Helping Your Child with Home Learning

Show you think Education and Home Learning are important:

- Set a regular time every day for home learning
- Ensure your child has paper, books, pencils and other things needed to complete their home learning
- Set a good example by reading and writing yourself
- Stay in touch with your child's teacher

Monitor home learning:

- Do you know what your child's home learning tasks are?
- Do you see that home learning tasks are started and completed?
- Do you get involved where appropriate by quizzing your child on knowledge they learning?
- Is TV viewing or online activity cutting into your child's home learning time?
- Do you check your child's planner on a regular basis?

Provide guidance:

- Help your child to get organised. Does your child need to make a home learning plan?
- Encourage your child to develop good study habits (e.g. scheduling enough time for big assignments; making up practice tests; quizzing and self-quizzing)
- Do you talk with your child about his/her home learning tasks? Does he/she understand them?
- If a problem comes up, do you encourage your child to seek advice from the teacher?

Appendix B

English Faculty

Home Learning Expectations

KS3:

- Home learning in KS3 is to follow the pre-planned Century assignments provided by the teacher. All KS3 classes will complete Century home learning referenced on Teams. This will be 2-3 nuggets each week. The teacher should ensure all students are aware of their login details. The purpose of this home learning is to practice key skills.
- Teachers may also ask students to complete further home learning tasks as and when required, to be set on Teams.

KS4:

- Home learning in KS4 is to follow the pre-planned Century assignments provided by the teacher. All KS4 classes will complete Century home learning referenced on Teams. This will be 4-5 nuggets each week. The teacher should ensure all students are aware of their login details.
- Teachers may also ask students to complete further home learning tasks as and when required, to be set on Teams.
- In total, home learning should take students 45-60 minutes per week. Home learning at KS4 should give all students the opportunity to:
 - Revise key knowledge
 - Practise key skills
 - Pre-learn material in preparation for lessons
 - Research context for literature and language studies
- In Media, students will be set home learning weekly and are expected to spend at least 1 hour on this.
- All home learning is directly linked to the practical coursework units and therefore it is compulsory to complete the required work for the portfolio. This could take form of research, a skills-based task or completing a set task linked to the practical coursework they are working on that week, for example, complete the thumbnails or the statement of intent

Appendix C

Mathematics Faculty

Home Learning Expectations

There are two elements to the home learning for mathematics. These are skills and application. The tasks generated will support the development of the student's learning for one of these elements.

KS3 - Years 7 & 8:

- It is the expectation that there will be a piece of home learning set each week over the course of each topic. Each topic roughly lasts for 3 weeks. These home learning assignments will focus on retrieval practice of topics taught and will be suitable for the ability of the student.
- It is also expected that the student does some revision for each end of topic assessment. This will not be a set task but an expectation for the student to begin to develop independence and become self-aware of what they need to do to achieve their target score.
- Assignments will be set on Century in the form of nuggets and referenced on Teams. The teacher should ensure all students are aware of their login details.
- Assignments should take no more than 30 minutes per week.
- The target percentage for Century assignments is 70%. If this is not achieved, or the assignment not completed at all, the catch-up process will be triggered as explained on page 4 of this policy. The assignment re-taken in the catch-up session should show progress from the original assignment.

KS4 - Years 9, 10 & 11:

- It is the expectation that there will be a piece of home learning set each week over the course of each topic. Each topic roughly lasts for 3/4 weeks. These home learning tasks will focus on retrieval practice of topics taught and will be suitable for the ability of the student.
- In addition, Year 11 will have practice exam papers given to them on a regular basis after January 2024. It is expected that these are completed in the time slot indicated on the paper and brought back into school for further analysis and work.
- Assignments set on Century will be in the form of nuggets and referenced on Teams. The teacher should ensure all students are aware of their login details.
- Directed assignments should take 45 - 60 minutes per week.
- The target percentage for Century assignments is 70%. If this is not achieved, or the assignment not completed at all, the catch-up process will be triggered as explained on page 4 of this policy. The assignment re-taken in the catch-up session should show progress from the original assignment.

Appendix D

Science Faculty

Home Learning Expectations

The aim of home learning is to secure the knowledge and understanding that the students have gained in class as well as to aid the retrieval of information. This will enable class time in science to be used for active and collaborative learning through problem-solving, discussion or debates.

All home learning must be recorded on Century and on Teams. The teacher should ensure that all students are aware of their login details for Century.

Key stage 3:

- Teachers will set tasks on 'Century' which should take approximately 15-30 minutes for the students to complete. The teacher should ensure all students are aware of their login details.
- The teacher will set 1 assignment 'nugget' each week.
- Before an end of topic test, the teacher will set assignment 'nuggets' for retrieval using Century.
- The target percentage for Century assignments is 50%. If this is not achieved, or the assignment not completed at all, the catch-up process will be triggered as explained on page 4 of this policy. The assignment re-taken in the catch-up session should show progress from the original assignment.
- Students achieving 100% or showing exceptional improvement will receive a house point.

Key stage 4

- Teachers will set tasks on 'Century' which should take approximately 30-45 minutes for the students to complete. This may include exam questions linked to the topic. The teacher should ensure all students are aware of their login details.
- For Combined science, the teacher will set 3 assignments 'nuggets' per week.
- Separate science students will be set an extra 'nugget' for those topics which are only for Biology, Chemistry and Physics.
- Before an end of topic test, the teacher will set assignment 'nuggets' for retrieval using Century.
- The target percentage for Century assignments is 50%. If this is not achieved, or the assignment not completed at all, the catch-up process will be triggered as explained on page 4 of this policy. The assignment re-taken in the catch-up session should show progress from the original assignment.
- Students achieving 100% or showing exceptional improvement will receive a house point.
- Teachers may set smaller tasks at their discretion after each lesson to aid further consolidation.

Appendix E

Humanities Faculty

Home Learning Expectations

The aim is to develop our focus on students consolidating and developing their subject knowledge and exam skills in preparation for the GCSE course.

Key Stage 3:

- Teachers must set one piece of home learning every twice per half term in order to consolidate or extend student's knowledge. However, where an extended project has been set, teachers should allow no more than 5 weeks for completion.
- It should take students 30 minutes to complete this home learning.
- Any student with outstanding home learning, either presentation or depth of research, is to be awarded a house point.

Key Stage 4:

- Students will be set one main home learning task (45-60 minutes' completion time) per week which is likely to alternate between knowledge consolidation and practice assessments, although this is at the teacher's discretion based upon what is appropriate to complement the learning taking place in lessons.
- Some home learning may take the form of project-based learning and can extend over a number of weeks.
- Teachers may set smaller tasks at their discretion after each lesson if one of the main learning tasks has not been set that lesson.

Appendix F

Enterprise and Digital Technology (EDT) Faculty

Home Learning Expectations

The aim is to develop and enhance our students' skills and develop their theory knowledge to back up work the learnt in school.

All Teachers must ensure that the title of the home learning task on Teams is in the students HOME LEARNING folder in class notebook.

Key Stage 3:

- Home learning will be set at least twice a half term (Y7s will start in the 2nd half of the Autumn term). This will focus on various activities relating to the key terms that are essential for students to know for them to make progress.
- Students will be expected to spend a minimum of 20 minutes on the task set.
- Where appropriate home learning tasks will be set that enable students to analyse the impact of digital technology on their own life.
- Home learning completion will be recorded on the KS3 internal assessment spreadsheet

Key Stage 4:

- In Business, students will create a glossary for all the key terms in the unit of work being studied - they will be allocated 8-10 words per week that need to be defined; in the second half term of a unit of work they will then use each key term in a subject specific sentence.
- In IT, when students are studying theory units of work, they will create a glossary for all the key terms in the unit of work being studied - they will be allocated 8-10 words per week that need to be defined; in the second half of the half term, they will use each key term in a subject specific sentence. When students are completing software skills projects in lesson, they will complete a 'how to' guide for the skills they need to know to complete their coursework.
- In Computer Science, students will be given tasks to practise using the program language being taught in class (Delphi/Python), work on any coursework they need to complete along with opportunities to build their vocabulary. They are expected to spend 60 minutes a week on this. This could be broken down to 15 minutes coding practise a day over 4 days. All students will be given a code to access, free of charge, so they can download the program language enabling them to work from home.
- The DTC Faculty's set home learning support afternoon will be every Thursday in Tech 8 for Business and IT; Tuesday in TE3 for Computer Science students in the form of a Coding club which revisits the basics of coding language and helps supports the students further with their programming.
- Home learning completion will be recorded on the KS4 internal assessment spreadsheet for each subject

Appendix G

Creative Industries Faculty

Home Learning Expectations

The aim is to develop and enhance our students' skills and develop their theory knowledge to back up work the learnt in school.

Key Stage 3

- Home learning will be set once a half term. This will take many different forms depending on the topic, designs, evaluations, research or DIRT.
- Students will be expected to spend a minimum of 30 minutes of this task.
- In addition to this, students may be asked to complete work from class if they have not finished in the allocated time OR bring in images to support their lessons. Because sometimes the work must be completed in school due to availability of equipment or supervision from specialist teachers the Creative Industries Faculty's set home learning support afternoon will be every Thursday in either Tech 7/8/9 with one of the faculty's staff supervising. Students are welcome to attend this session.

Key Stage 4

- Students will be set home learning weekly and are expected to spend at least 60 minutes on this.
- All home learning is directly linked to the exam or coursework units and therefore it is compulsory to complete the required work for the portfolio. This could take form of research, a skills-based task or completing a set task linked to the coursework they are working on that week, for example, complete the thumbnails they have been working on in lesson. Because much of the work must be completed in school due to availability of equipment or supervision from specialist teachers the Creative Industries Faculty's set home learning support afternoon will be every Thursday in either Tech 7/8/9 with one of the faculty's staff supervising.
- Alternatively, revision-based tasks will be set via Seneca. The target percentage for Seneca assignments is 60%. If this is not achieved, or the assignment not completed at all, the catch-up process will be triggered as explained on page 4 of this policy. The assignment re-taken in the catch-up session should show progress from the original assignment.
- Staff must record, where appropriate, a score or grade on the KS4 assessment tracker.

Appendix H

Physical Education Faculty

Home Learning Expectations

Home Learning Policy

At Brighton Hill Community School, we believe that home learning is a crucial extension of the curriculum that supports the development of skills, knowledge, and physical literacy. Our home learning policy aims to foster independent learning, encourage accountability, and help students meet their individual targets in line with their personal progress.

Key Stage 3

Students in Key Stage 3 will engage in independent research tasks to explore new sporting activities, including their rules, tactics, and strategies. These tasks, which are designed and monitored by teaching staff, contribute to the students' holistic learning experience. Additionally, half-termly self-assessment tasks will be assigned as part of the Key Stage 3 assessment cycle to further support their development

Key Stage 4

Students in KS4 will use the Everlearner platform to complete their home learning assignments. This interactive platform provides video tutorials, quizzes, and assessments tailored to the PE curriculum and student needs. The focus is on deepening understanding of both theoretical concepts and practical elements in Physical Education. Further details and instruction for all KS4 home learning can be found below.

Home Learning Schedule

- **Frequency:** Home learning will be set fortnightly.
- **Task Completion:** Students are expected to complete the set assignments by the due date given by their PE teacher. This will allow time for review and feedback to ensure steady progress.
- **Individual Target Percentages:** Each student will be given an individual target percentage based on their prior performance and personal learning goals. This target is designed to challenge them while remaining achievable through consistent effort.
- **Tracking and Monitoring:** Progress will be monitored regularly through the Everlearner platform. Teachers will track completion rates, individual performance on tasks, and overall progress towards target percentages.

Expectations of Students

1. **Engagement:** Students are expected to actively engage with the Everlearner platform, watching the videos, completing the quizzes, and revisiting content as necessary to improve their understanding.
2. **Meeting Targets:** Each student must aim to meet or exceed their individual target percentage on every home learning task. This is crucial for their ongoing development and preparation for assessments.
3. **Timeliness:** Home learning must be submitted by the deadline set by the PE teacher. Consistent failure to meet deadlines will result in interventions such as catch-up sessions or communication with parents/carers.
4. **Independent Learning:** Students should approach home learning with responsibility, working independently or seeking additional help if needed to achieve their targets.

Assessment and Accountability

- **Formative Assessment:** The home learning completed on Everlearner will contribute to formative assessments throughout the year. It is a valuable tool for both students and teachers to measure understanding and track progress.
- **Rewarding Achievement:** Students who consistently meet or exceed their individual targets will be recognised and rewarded through the school's achievement system, promoting a culture of excellence and motivation within PE.

By following this policy, students at Brighton Hill Community School will enhance their understanding of Physical Education while developing critical skills of independence, responsibility, and resilience.

Appendix I

Foreign Languages Faculty

Home Learning Expectations

The aim is to develop our focus on students acquiring a breadth of vocabulary and grammar knowledge in preparation for the GCSE course.

Key Stage 3:

- Teachers set vocabulary learning on Teams. This will be set using the online website Seneca, which students can login to using their Microsoft account and school details. Students can also access Seneca via the Learning Zone and by downloading the app.
- It should take students 15-25 minutes to complete this home learning.
- If a student does not have access to the internet or a device, they can access IT in home learning club or H08 before the due date.
- Students must ensure they have completed all aspects of the assignment. Students do not have to achieve a certain percentage for Foreign Languages home learning.
- Any student that has not completed the home learning will be set a catch up by their class teacher.
- Students may also be set revision home learning on Teams in the run up to an assessment.

Key Stage 4:

- Students will be set one main home learning task per week which is likely to alternate between vocabulary learning and writing of summary paragraphs although this is at the teacher's discretion based upon what is appropriate to complement the learning taking place in lessons.
- The vocabulary learning should consist of a section of words relevant to the topic being covered in class, preferably taken from the GCSE exam board vocabulary lists.

Appendix J

Expressive and Performing Arts Faculty

Home Learning Expectations

The aim is to develop and enhance our student's skills alongside developing their theory knowledge to back up work the learnt in school.

Key Stage 3:

Art

- Home learning will be set at LEAST once a half term. This could take the form of a skill or research-based task linked to the current project and/or a DIRT home learning after feedback.
- Students will be expected to spend a minimum of 30 minutes of this task.
- In addition to this, students may be asked to complete work from class if they have not finished in the allocated time OR bring in images to support their lessons.

Music

- Home learning will be set at LEAST once a half term, sometimes twice depending on the length of the term. This is usually in the form of a learning home learning for the keywords of the genre they are looking at in class.
- Students will be expected to spend a minimum of 30 minutes of this task.
- Once marked students will green pen their own work with the correct answers.
- The pass mark for the key words knowledge check may vary but will be made clear to students prior at the point of the home learning being set. If students do not meet the benchmark for knowledge check, the catch-up process will be triggered as explained on page 4 of this policy. The re-test undertaken in the catch-up session should show progress from the original test.

Dance

- Home learning will be set at LEAST once a half term, sometimes twice depending on the length of the term. This is usually in the form of a rehearsal-based home learning task.
- Students will be expected to spend a minimum of 30 minutes of this task.

Drama

- Home learning will be set at LEAST once a half term, sometimes twice depending on the length of the term. This is usually in the form of a learning home learning for the keywords of the genre they are looking at in class or learning a script for a performance.
- Students will be expected to spend a minimum of 30 minutes of this task.
- Once marked students will green pen their own work with the correct answers.
- The pass mark for the key words knowledge check may vary but will be made clear to students prior at the point of the home learning being set. If students do not meet the benchmark for knowledge check, the catch-up process will be triggered as explained on page 4 of this policy. The re-test undertaken in the catch-up session should show progress from the original test.

Key Stage 4:

- For KS4 home learning in all subjects, staff must record, where appropriate, a score or grade on the KS4 assessment tracker.

Art and Photography

- Students will be set home learning weekly and students are expected to spend at least 60 minutes on this.
- All home learning is directly linked to the coursework units and therefore is compulsory in order to complete the required work for the portfolio. This could take form of research, a skills-based task or completing a set task linked to the coursework they are working on that week, for example, complete the thumbnails they have been working on in lesson.
- There may be times when the student is ahead in class and have completed the set coursework task so will not need to complete this at home, in this case the teacher may move them onto the next unit or decide to forego home learning for that week.

Music

- Home learning will be set once a week/fortnight depending on the topic being covered. These are mostly revision-based tasks which is a consolidation of knowledge, practise, learning and research which will strengthen their knowledge on the current topic.
- They should spend at least 30 minutes but time may increase depending on the task.
- Staff will complete feedback by annotating the work with comments and questions which students are then expected to green pen.

Dance

- Home learning will be set weekly and students are expected to spend at least 30 minutes on this. This could take form of research, exam questions, revision, research-based tasks, writing to describe movement material or learning definitions.
- Staff will complete feedback by annotating the work with comments and questions which students are then expected to green pen.

Drama

- Students will be set home learning weekly and are expected to spend at least 30 minutes on this. This could take form of research, exam questions, revision, research-based tasks, writing to describe movement material, learning definitions if linked to theory or learning lines, researching roles or rehearsing for their practical element.
- Staff will complete feedback by annotating the work with comments and questions which students are then expected to respond to this in green pen.

Appendix K

Vocational Studies Faculty

Home Learning Expectations

- Students will be set approximately one main home learning task (approximately 30-60 minutes' completion time) once per week which will be set on Teams.
- Home learning tasks will be a mixture of consolidation activities based on the topic studied in class that week, research tasks necessary for the next stage of learning or exam practice questions.