

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 students, 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.
- Students and parents should understand home learning habits directly effect teacher decisions on reported Attitude to Learning (ATL) outcomes presented on [BHCS Progress Trackers](#).
- 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 or scheduled to take place, 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 but always giving students at least one full week to complete.

○ 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

Rationale Source: Education Endowment Foundation (EEF): [Teaching and Learning Toolkit](#)

Responsibilities

The Role of the Deputy Headteachers:

- 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 SEND 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 and present these in the agreed tabulated appendices format making it easy for parents to understand their child's programme of Home Learning by subject.
- 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 relevant students to attend the SEND Home Learning Support Club
- Alert Heads of Faculty to any concerns raised regarding Home Learning in their faculties

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. Regardless of Home Learning activity set, students will always be afforded a minimum of one week to complete.



- Where a subject has no published approved web-based home learning platform (see table in Appendix II) Home Learning activities/tasks will be published on Bromcom and accessible to students via Bromcom's 'Student Portal' (see appendix III) and accessible to parents via Bromcom's 'My Child at School' (MCAS platform) (see appendix IV)
- By following these guidelines the relevant platforms will automatically keep records of home learning set, and of home learning completed by students
- Ensure that any extended home learning tasks are directly contributing to a student's progress by developing skills and/or knowledge. This will include tasks that see students developing non-examination assessment (NEA) portfolios in adherence to exam board guidance.
- Where student's exceed home learning faculty expectations teachers will award House Cup Points to recognise a student's commitment.
 - Teachers will use their professional judgement to also award House Cup Points where students display courage in developing their commitment to Home Learning

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
- Understand their child's/children's programme of study and the platforms used by each subject to set home learning

See Appendix I 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 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 engage with the wide range of revision techniques taught to them across their education career. Examples include but are not limited to production of flash cards, mind maps, infographics and Cornell notes, actively self quizzing to aid retrieval of key skills and knowledge & completion of past papers, especially at KS4.
- Students should seek appropriate support to ensure that they are able to complete tasks set for home learning. This may involve seeking clarification from the class teacher.
 - This should occur well in advance of any pending completion deadline

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:



- Parents will be informed ahead of Parents' Evening where home learning is a contributing factor to a child's underperformance against target and/or is leading to an ATL grade of 4 or lower
- When a student fails to complete home learning, the teacher will communicate directly with the parent/carer to notify them of the following outcomes which will be based on the teachers professional judgement and discretion:
 - 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
 - Students and parents understand the primary consequence of non-completion of home learning is a likely plateau or dip in progress/attainment and decline in ATL grade
- Where a catch-up session is set, 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 the school's Management Information System 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.
 - The school has a duty of care to its staff and managing an acceptable workload. Where a student's failure to complete home learning, a catch-up session has been missed and an ASR has been completed by the student, staff withhold the right to close the cycle without setting further catch-up or completion expectations and instead adjust the student's next ATL score to reflect the lack of commitment in meeting home learning expectations

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 SETTING UP FOR SUCCESS booklet. This is a set of tasks to complete over the first two weeks in school and 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.



Appendices

Appendix I

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:

- Be familiar with your child's programme of study (the subjects they take) and the associated home learning expectations for each subject as presented in the appendices
 - Do you know what your child's home learning tasks are?
- Do you track what has been set and see that home learning tasks are started and completed?
 - If not already, sign up to My Child at School (MCAS – Appendix IV), accept/set up parent guardian accounts for published approved web-based home learning platform (Appendix II)
- 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?

Home Learning Platforms by Faculty & Subject (where each subject sets home learning)

Platform	Faculty	Subject
Bromcom	English	Media
	Foreign Languages	French, Spanish, Latin
	Humanities	Geography, History, Psychology, Religious Studies
	Enterprise & Digital Technology	Business Studies (Yr9 & Yr10 Term 1), Computer Science (Year 9 & 10 Term 1 & 2), Information Technology (Year 9, & Year 11 Term 2)
	Creative and Vocational Industries	KS3 Creative industries, K4 Food & Design Technology, KS4 Health & Social Care, Travel & Tourism
	Expressive Performing Arts	Art, Drama, Dance, Music, Photography (KS4)
Century	English	English
	Maths	Maths
	Science	Science
	Enterprise & Digital Technology	KS3 Computing Information Technology (Year 11 Term 1)
Seneca	Enterprise & Digital Technology	Business Studies (Year 10 Terms 2-3) Computer Science (Year 10 Term 3 & Year 11)
	Creative Industries	Food & Design Technology (KS4)
The EverLearner	Physical Education	KS3 Physical Education KS4 GCSE Physical Education



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 II

Web based home learning platforms

CENTURY

[Seneca - Learn 2x Faster](#)

[Home :: The EverLearner](#)

Appendix III

Student Portal and home learning module

<https://www.bromcomvle.com/>

Appendix IV

MCAS and home learning module

<https://www.mychildatschool.com/MCAS/MCSParentLogin>



Faculty Appendices

Appendix V English Faculty

Subject: English

Category	Key information	Additional context
Purpose/Aim	The aim of home learning in English is to consolidate key skills and secure knowledge of Literature texts. Home learning will be retrieval focused.	For example, if students study 'Blood Brothers' for their Literature GCSE in Year 9 and again in Year 11, some of the home learning in Year 10 will focus on 'Blood Brothers' to ensure that are revisiting key content.
Where set	Century	N/A
How often	Fortnightly (not including school holidays)	N/A
Time expectation	15-20 minutes (KS3) 20-30 minutes (KS4)	Students should complete assigned nuggets each fortnight. The time expectation is a guideline, and on occasion nuggets may be slightly longer or shorter.
Deadline	Minimum completion window of one week.	N/A
Type(s) of task	Nuggets on Century, revision/retrieval focused.	N/A
Expected standard / pass rate	70%	N/A
Feedback & response	Century provides instant feedback to students on their responses to nuggets.	Teachers monitor completion and identify patterns for areas for development so these can be addressed in-class as required and elements re-taught.
Support / help	Students should use Century explanations, videos, and knowledge slides at first. If students still need support, they should approach their teacher.	N/A
Stretch & challenge	Century will provide a 'suggested' pathway, which we recommend alongside completion of additional nuggets and exam-focused pathways beyond the set assignment.	N/A
Absence arrangements	Students will be expected to complete the assignment upon their return. Tasks remain accessible on Century beyond the deadline to support completion.	For periods of extended absence, this can be managed through adapted deadlines where appropriate.
Submission method	Submitted via Century	N/A



Student Feedback Provision	Students receive feedback automatically through Century.	Teachers monitor completion and identify patterns for areas for development so these can be addressed in-class as required and elements re-taught.
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Subject FAQ's

Question	English Response
What should my child do if they get stuck?	Refer to class notes/resources, platform materials, or contact the teacher.
What if we cannot access online work?	Students may use school facilities such as our Home Learning Club
How can my child improve further?	Century will provide a 'suggested' pathway based on strengths and areas for development. Students can access this from their homepage on Century to develop their skills further. Students should aim for mastery of a topic, and so it may be appropriate to re-complete nuggets to ensure that they are improving in this area.
How do students know if they have met expectations?	Century will provide feedback and a percentage. Staff will monitor and provide feedback on patterns in areas for development or misconceptions.
Can work be redone?	Students are able to re-complete nuggets on Century



Subject: Media

Category	Key information	Additional context
Purpose/Aim	The aim of home learning in Media is to give opportunities to students to practice their Non-Examination Assessment (NEA) skills or capture materials they need to use in-class for NEA editing. We may also occasionally set revision home learning ahead of assessments.	For example, if students are working on creating a music video in their lessons, they may be expected to record footage outside of class, ready to edit in-lesson. Students are not permitted to use mobile phones in school, and so completion outside of school is crucial to students being able to achieve the NEA element of the course.
Where set	BromCom	N/A
How often	In line with NEA projects, usually termly.	In Year 11, the first initial hand-in of the formal NEA and the final hand-in on the NEA will be published on BromCom
Time expectation	Dependent on NEA task	The final GCSE NEA component Year 11 recommendation from AQA is 30 hours across a term. Some of this will be completed in-lesson.
Deadline	Set by the teacher, minimum completion of one week.	N/A
Type(s) of task	Filming, editing, taking photographs, planning written analysis of students' own Media products.	N/A
Expected standard / pass rate	Work should be of a standard in line with the marks they are aiming for in their GCSEs.	N/A
Feedback & response	Staff will provide feedback on the work completed outside of school when students submit their Non-Examination Assessments.	It is important to note that once the formal NEA briefs are provided at the end of Year 10, staff are limited in terms of the feedback they can provide.
Support / help	Students should look at the provided briefs, mark schemes, and information given by their teacher. If they need further support, they should ask their teacher.	N/A
Stretch & challenge	Students aiming for upper bands should look at the mark schemes provided by teachers and aim for higher bands in their completion of NEA work at home.	N/A
Absence arrangements	Teachers will inform absent students of the requirements upon their return to school.	N/A



Submission method	Students will submit their NEA work through a 'Teams assignment' page, as this will mean they can access and continue to develop their work in-school.	N/A
Student Feedback Provision	Staff will provide feedback on the work completed outside of school when students submit their Non-Examination Assessments. Staff will provide guidance throughout the project.	It is important to note that once the formal NEA briefs are provided at the end of Year 10, staff are limited in terms of the feedback they can provide.

Subject FAQs

Question	Media Response
What should my child do if they get stuck?	Refer to class notes/resources, their briefs and the mark schemes, or contact the teacher.
What if we cannot access online work?	Students may use school facilities such as our Home Learning Club
How can my child improve further?	Staff can provide detailed feedback in Years 9 and 10, and generic feedback in Year 11.
How do students know if they have met expectations?	Students' work will be marked and feedback given.
Can work be redone?	For every project apart from the final NEA submission, there will be an opportunity to improve and develop work.



Appendix VI Maths Faculty

Subject: Maths

Category	Key information	Additional context
Purpose/Aim	To provide additional practice of key concepts learnt in maths lessons, to aid retention and boost confidence in key skills.	N/A
Where set	Century.	N/A
How often	Weekly.	N/A
Time expectation	For KS3 it is expected that students spend up to 30 minutes a week. For KS4 it is expected that students spend between 30 minutes and an hour a week.	Nuggets on Century vary in difficulty and expected time to complete. Teachers will use their discretion and knowledge to set nuggets that are achievable in the time expected (or less time) for each key stage. On the rare occasion, students may need to spend a little longer than the expected time to complete their home learning. If a student is persistently spending longer than the time expectation on their home learning, the student, or their parent/carer should contact their class teacher.
Deadline	7 days after the home learning is set.	N/A
Type(s) of task	Retrieval nugget(s) on Century. Each nugget has 10 questions.	N/A
Expected standard / pass rate	It is expected that students achieve 70% on their assignment in Century.	If the required percentage is not achieved the students will be asked to redo the home learning.
Feedback & response	Analysis of home learning will be conducted by the class teacher. Retrieval starters will be based on this analysis of concepts students struggled with.	Every maths lesson has a retrieval starter.
Support / help	Students can ask their class teacher for help and guidance, the class teacher will support. Students have access to centralised home learning club. Students can attend maths catch-up sessions that are led by maths teachers.	N/A
Stretch & challenge	The nuggets on Century progress in difficulty providing	The required pass rate is 70%, but aspirational students should



	stretch and challenge in the last 3 questions.	be aiming for 90%-100%, meaning they will have developed a deeper understanding of key maths concepts.
Absence arrangements	Since home learning is set on the same day each week, students are expected to complete the home learning, to the required pass rate, regardless of whether the student was present on the day the home learning was set.	If a student is absent for a reason which makes home learning completion impossible, the student's parent/carer should contact their class teacher to make them aware.
Submission method	Online via Century.	N/A
Student Feedback Provision	Students will be informed as to whether they have met the required pass rate in the lesson on the day their home learning is due. Guidance is also provided via Century in the form of a video explaining the skill.	As previously mentioned, if a student does not meet the required pass rate, they will be asked to redo their home learning with the expectation of meeting the required pass rate. The student will also be set a maths catch-up, enabling them to seek help with any parts of the home learning they struggled with, from a maths teacher.

Subject FAQs

Question	Maths Response
What should my child do if they get stuck?	Students should look at the notes in their maths book, watch the video provided by Century at the start of the nugget and work through the slides at the start of the nugget.
What if we cannot access online work?	If this is temporary, the student should use the provision of home learning club or maths-catch up session. Alternatively, students should speak with their class teacher to arrange an alternative completion of the home learning. If this is ongoing, the student can use the provisions provided in school, namely, home learning club and maths catch-up sessions (mentioned previously), to complete their home learning.
How can my child improve further?	Students can use known online maths resources such as Corbett Maths and Maths Genie to advance their maths knowledge in particular topics. Students can also opt to do more nuggets in Century than what they have been set for home learning.



How do students know if they have met expectations?	The student can see their score on Century. This will also be communicated by their class teacher in the lesson on the day the home learning is due.
Can work be redone?	Yes. The easiest way to redo a nugget is to click the "try again" button which is visible when they see their score for that nugget straight after completion. Students can also redo specific nuggets by typing the code of the nugget in the search bar on Century.



Appendix VIII Science Faculty

Subject: Science (including single science and combined sciences)

Category	Key information	Additional context
Purpose/Aim	Home learning is used to support with the consolidation of learning, retrieval of prior knowledge for upcoming topics to reinforce links between scientific ideas and to help with exam preparation in Key Stage 4.	For example: prior to learning about respiration students may have home learning on the structure of cells to link the role of mitochondria in the cell to the process of respiration.
Where set	Century.	N/A
How often	Weekly.	N/A
Time expectation	Key Stage 3 2 nuggets that are approximately 20 minutes in total. Key Stage 4 Combined Science 3 nuggets that are approximately 30 minutes total. Triple Science 6 nuggets that are approximately 60 minutes in total.	Each nugget varies slightly length and some weeks may be slightly shorter or slightly longer than these average times. Each nugget has a short video at the start that is normally between 3-6 minutes in length.
Deadline	1 week after being set.	For example home learning set on a Monday will be due the following Monday.
Type(s) of task	Century nuggets.	N/A
Expected standard / pass rate	50%	This may be adjusted based on individual needs and in agreement with the teacher.
Feedback & response	Students receive immediate feedback on incorrect answers on the Century platform.	N/A
Support / help	Every Century nugget has a video and slideshow at the beginning which explains everything needed to be able to answer the questions.	N/A
Stretch & challenge	Century will recommend additional nuggets for students to further their knowledge of topics.	N/A
Absence arrangements	Students can complete Century online without teacher instruction and should endeavor to meet the original deadline. However reasonable extensions	If there are longer periods of absence individual arrangements and support should be agreed with the teacher.



	can be granted by teachers on an individual basis.	
Submission method	Online	N/A
Student Feedback Provision	Provided by Century	N/A

Subject FAQs

Question	Science Response
What should my child do if they get stuck?	Rewatch and go over the information at the beginning of the Century nugget.
What if we cannot access online work?	Students should attend the home learning club or speak with the class teacher who can arrange suitable alternative paper-based home learning.
How can my child improve further?	Students can use the recommended path on Century to deepen their knowledge.
How do students know if they have met expectations?	Scores are shared immediately at the end of the nugget.
Can work be redone?	When students get their score at the end of the nugget there is a "Try Again" button. If students do not click this they can search for the nugget using the nugget title or code.



Appendix IX Foreign Languages Faculty

Subject: French, Spanish & Latin

Category	Key information	Additional context
Purpose/Aim	Retrieval of key vocabulary and phrases to consolidate learning in FL. There will also be occasions where students will be revising ahead of assessments	N/A
Where set	Bromcom	N/A
How often	Fortnightly	N/A
Time expectation	20 minutes (approx.)	N/A
Deadline	1 week to complete	N/A
Type(s) of task	Revision of specified vocabulary from target language into English. Learn words and phrases ahead of retrieval quiz in class.	N/A
Expected standard / pass rate	All words/phrases should be regularly revised to be able to complete vocabulary quiz in lesson.	N/A
Feedback & response	Self-assessment and correction from vocabulary quiz.	N/A
Support / help	Home learning club or discussion with teacher.	N/A
Stretch & challenge	Use at least 3 of the words/phrases from vocabulary section in a sentence or paragraph. Submit to your teacher for review.	N/A
Absence arrangements	If a student is absent when set, they should check BromCom for specified vocabulary and complete for the due date.	N/A
Submission method	Completion of vocabulary quiz in lesson.	N/A
Student Feedback Provision	Students receive feedback automatically through ActiveHub. Summary paragraphs will be marked by class teacher and handed back to student to complete final green pen version.	N/A

Subject FAQs

Question	French, Spanish, Latin Response
What should my child do if they get stuck?	Refer to Bromcom for specific vocabulary and details. Discuss with teacher ahead of the due date if you are not sure what to do.



What if my child was absent?	If a student is absent when set, they should check Bromcom for specified vocabulary and complete for the due date.
What if we cannot access online work?	See class teacher to login and access home learning on school laptop.
How can my child improve further?	Use at least 3 of the words/phrases from vocabulary section in a sentence or paragraph. Submit to your teacher for review.
How do students know if they have met expectations?	No specific percentage required. Students can self-assess their vocabulary score from the quiz in lesson and re-visit to improve knowledge.



Appendix X Humanities Faculty

Subject: Geography

Category	Key information	Additional context
Purpose/Aim	To support students' retrieval of key information in preparation for assessments and to have a broad understanding of the world.	N/A
Where set	Bromcom	N/A
How often	KS3 – every 2 weeks KS4 – every week	This is subject to all lessons being available. For example, if lessons are not taught due to INSET etc. teachers will set home learning once enough lesson time has been given to content.
Time expectation	KS3 – 20 to 30 minutes KS4 – up to 60 minutes	N/A
Deadline	Minimum deadline of 1 week (including weekend).	N/A
Type(s) of task	A range of tasks may be set that fall under the banner of retrieval, revision or research.	N/A
Expected standard / pass rate	70% *	(*teacher discretion due to individualised needs of students)
Feedback & response	Bromcom quiz – immediate feedback with score provided. Paper piece of work evidence of teacher review and acknowledgement.	N/A
Support / help	Links to additional resources that may support students.	N/A
Stretch & challenge	Where appropriate, links for additional research or reading will be provided	N/A
Absence arrangements	Completion of home learning expected unless absent for an extended period *	(* extended period is considered a week or more absence).
Submission method	Online if Bromcom quiz In class for paper home learning tasks.	N/A
Student Feedback Provision	Bromcom quiz – immediate feedback with score provided. Paper piece of work evidence of teacher review and acknowledgement.	N/A



Subject FAQs

Question	Geography Response
What should my child do if they get stuck?	Check the links provided, review work completed or class or come and see a member of the Humanities Department for some assistance.
What if we cannot access online work?	Please come to the Humanities Department and ask for a paper copy of the home learning.
How can my child improve further?	Consider wider reading around the topic by using the links provided or by researching their current topic of study.
How do students know if they have met expectations?	Bromcom quiz has a 70% pass rate (* subject to teacher discretion for individual student needs). E.g.: 14/20, 10/15, 7/10 If written task work should be reflective of the time expectations for each Key Stage.
Can work be redone?	Yes – students need to speak to their teacher to ask them to resend home learning (some Bromcom quizzes allow for multiple submissions).



Subject: History

Category	Key information	Additional context
Purpose/Aim	To support students' retrieval of key information in preparation for assessments and to have a broad understanding of the world.	N/A
Where set	Bromcom	N/A
How often	KS3 – every 2 weeks KS4 – every week	This is subject to all lessons being available. For example, if lessons are not taught due to INSET etc. teachers will set home learning once enough lesson time has been given to content.
Time expectation	KS3 – 20 to 30 minutes KS4 – up to 60 minutes	N/A
Deadline	Minimum deadline of 1 week (including weekend).	N/A
Type(s) of task	A range of tasks may be set that fall under the banner of retrieval, revision or research.	N/A
Expected standard / pass rate	70% *	(*teacher discretion due to individualised needs of students)
Feedback & response	Bromcom quiz – immediate feedback with score provided. Paper piece of work evidence of teacher review and acknowledgement.	N/A
Support / help	Links to additional resources that may support students.	N/A
Stretch & challenge	Where appropriate, links for additional research or reading will be provided	N/A
Absence arrangements	Completion of home learning expected unless absent for an extended period *	(* extended period is considered a week or more absence).
Submission method	Online if Bromcom quiz In class for paper home learning tasks.	N/A
Student Feedback Provision	Bromcom quiz – immediate feedback with score provided. Paper piece of work evidence of teacher review and acknowledgement.	N/A



Subject FAQs

Question	History Response
What should my child do if they get stuck?	Check the links provided, review work completed or class or come and see a member of the Humanities Department for some assistance.
What if we cannot access online work?	Please come to the Humanities Department and ask for a paper copy of the home learning.
How can my child improve further?	Consider wider reading around the topic by using the links provided or by researching their current topic of study.
How do students know if they have met expectations?	Bromcom quiz has a 70% pass rate (* subject to teacher discretion for individual student needs). E.g.: 14/20, 10/15, 7/10 If written task work should be reflective of the time expectations for each Key Stage.
Can work be redone?	Yes – students need to speak to their teacher to ask them to resend home learning (some Bromcom quizzes allow for multiple submissions).



Subject: Psychology

Category	Key information	Additional context
Purpose/Aim	To support students' retrieval of key information in preparation for assessments and to have a broad understanding of the world.	N/A
Where set	Bromcom	N/A
How often	KS4 – every week	This is subject to all lessons being available. For example, if lessons are not taught due to INSET etc. teachers will set home learning once enough lesson time has been given to content.
Time expectation	KS4 – up to 60 minutes	N/A
Deadline	Minimum deadline of 1 week (including weekend).	N/A
Type(s) of task	A range of tasks may be set that fall under the banner of retrieval, revision or research.	N/A
Expected standard / pass rate	70% *	(*teacher discretion due to individualised needs of students)
Feedback & response	Bromcom quiz – immediate feedback with score provided. Paper piece of work evidence of teacher review and acknowledgement.	N/A
Support / help	Links to additional resources that may support students.	N/A
Stretch & challenge	Where appropriate, links for additional research or reading will be provided	N/A
Absence arrangements	Completion of home learning expected unless absent for an extended period *	(* extended period is considered a week or more absence).
Submission method	Online if Bromcom quiz In class for paper home learning tasks.	N/A
Student Feedback Provision	Bromcom quiz – immediate feedback with score provided. Paper piece of work evidence of teacher review and acknowledgement.	N/A



Subject FAQs

Question	Psychology Response
What should my child do if they get stuck?	Check the links provided, review work completed or class or come and see a member of the Humanities Department for some assistance.
What if we cannot access online work?	Please come to the Humanities Department and ask for a paper copy of the home learning.
How can my child improve further?	Consider wider reading around the topic by using the links provided or by researching their current topic of study.
How do students know if they have met expectations?	Bromcom quiz has a 70% pass rate (* subject to teacher discretion for individual student needs). E.g.: 14/20, 10/15, 7/10 If written task work should be reflective of the time expectations for each Key Stage.
Can work be redone?	Yes – students need to speak to their teacher to ask them to resend home learning (some Bromcom quizzes allow for multiple submissions).



Subject: Religious Studies

Category	Key information	Additional context
Purpose/Aim	To support students' retrieval of key information in preparation for assessments and to have a broad understanding of the world.	N/A
Where set	Bromcom	N/A
How often	KS3 – every 4 weeks KS4 – every week	This is subject to all lessons being available. For example, if lessons are not taught due to INSET etc. teachers will set home learning once enough lesson time has been given to content.
Time expectation	KS3 – 20 to 30 minutes KS4 – up to 60 minutes	N/A
Deadline	Minimum deadline of 1 week (including weekend).	N/A
Type(s) of task	A range of tasks may be set that fall under the banner of retrieval, revision or research.	N/A
Expected standard / pass rate	70% *	(*teacher discretion due to individualised needs of students)
Feedback & response	Bromcom quiz – immediate feedback with score provided. Paper piece of work evidence of teacher review and acknowledgement.	N/A
Support / help	Links to additional resources that may support students.	N/A
Stretch & challenge	Where appropriate, links for additional research or reading will be provided	N/A
Absence arrangements	Completion of home learning expected unless absent for an extended period *	(* extended period is considered a week or more absence).
Submission method	Online if Bromcom quiz In class for paper home learning tasks.	N/A
Student Feedback Provision	Bromcom quiz – immediate feedback with score provided. Paper piece of work evidence of teacher review and acknowledgement.	N/A



Subject FAQs

Question	Religious Studies Response
What should my child do if they get stuck?	Check the links provided, review work completed or class or come and see a member of the Humanities Department for some assistance.
What if we cannot access online work?	Please come to the Humanities Department and ask for a paper copy of the home learning.
How can my child improve further?	Consider wider reading around the topic by using the links provided or by researching their current topic of study.
How do students know if they have met expectations?	Bromcom quiz has a 70% pass rate (* subject to teacher discretion for individual student needs). E.g.: 14/20, 10/15, 7/10 If written task work should be reflective of the time expectations for each Key Stage.
Can work be redone?	Yes – students need to speak to their teacher to ask them to resend home learning (some Bromcom quizzes allow for multiple submissions).



Appendix XI Enterprise & Digital Technology Faculty

Subject: Business Studies

Category	Key information	Additional context
Purpose/Aim	Y9 & Y10T1: Consolidation of key terms by creating a glossary and then using the key term in a subject specific sentence. Y10 T2-Y11 T2: Seneca.	Y9 & Y10T1: Students should not rely on copying definitions from a search engine as they may not be relevant to this curriculum or in words that students understand – they must write the definition in their own words.
Where set	Y9 & Y10T1: Bromcom. Y10 T2-Y11 T2: Seneca.	Y9 & Y10T1: Students will complete the work on Class Notebook (in Teams).
How often	Weekly.	All weeks for a half term are uploaded at the same time so students can get ahead if they wish.
Time expectation	30 minutes, escalating to 40 minutes in Y10 & Y11.	N/A
Deadline	One week.	Always due in during the double lesson.
Type(s) of task	Retrieval.	N/A
Expected standard / pass rate	Key terms:100% completion. Seneca: Mean score of 80%.	N/A
Feedback & response	Y9 & Y10T1: Class notebook will be annotated to show redraft requirements. Seneca: Instant.	N/A
Support / help	AQA Glossary uploaded in Class notebook. e-Textbook uploaded in Class Notebook. Students own revision guide. Revision notes.	N/A
Stretch & challenge	Quality of use in a subject specific sentence. Seneca: Aim for a mean of 95%+.	N/A
Absence arrangements	Completion still expected.	N/A
Submission method	Y9 & Y10T1: Completion on class notebook. Seneca: Seneca.	N/A
Student Feedback Provision	Verbally to cohort specific to collective misconceptions. Provided by e-learning platform.	N/A



Subject FAQs

Question	Business Studies Response
What should my child do if they get stuck?	Refer to the additional resources provided in Class notebook or their revision guide.
What if we cannot access online work?	Don't leave home learning completion until the night before it is due so they can arrange a time with the teacher to complete it in school or have a paper copy of key terms provided.
How do students know if they have met expectations?	Teacher feedback – spot the yellow highlighting in class notebook. If it's a Seneca home learning, students will be given a % as they complete each module.
Can work be redone?	Yes.



Subject: Computer Science

Category	Key information	Additional context
Purpose/Aim	Y9 & Y10 T1&T2: Consolidation of key terms/programming conventions by creating a glossary and then using the key term in a subject specific sentence. Y10 T3 & 11: Seneca	Y9 & Y10: Students should not rely on copying definitions from a search engine as they may not be relevant to this curriculum or in words that students understand – they must write the definition in their own words.
Where set	Y9 & Y10 T1&T2: Bromcom. Y10 T3 & Y11: Seneca.	Y9&Y10 T1&T2: Students will complete the work on Class Notebook (in Teams).
How often	Weekly.	Y9 & Y10: All weeks for a half term are uploaded at the same time so students can get ahead if they wish.
Time expectation	Y9: 30 minutes. Y10: 45 minutes. Y11: 60 minutes.	N/A
Deadline	One week.	Always due in during the double lesson.
Type(s) of task	Retrieval.	N/A
Expected standard / pass rate	Y9 & Y10: 100% completion of key terms. Seneca: 80% mean score on Seneca.	N/A
Feedback & response	Class notebook will be annotated to show redraft requirements. Seneca gives instant feedback.	N/A
Support / help	OCR Glossary uploaded in Class notebook. Students own revision guide.	N/A
Stretch & challenge	Y9&Y10: Quality of use in a subject specific sentence. Seneca: Aim for a mean of 95% each week.	N/A
Absence arrangements	Completion still expected.	N/A
Submission method	Completion on class notebook.	N/A
Student Feedback Provision	Verbally to cohort specific to collective misconceptions. Provided by e-learning platform.	N/A



Subject FAQs

Question	Computer Science Response
What should my child do if they get stuck?	Refer to the additional resources provided in Class notebook or their revision guide.
What if we cannot access online work?	Don't leave home learning completion until the night before it is due so they can arrange a time with the teacher to complete it in school or have a paper copy of key terms provided.
How do students know if they have met expectations?	Teacher feedback – spot the yellow highlighting in class notebook.
Can work be redone?	Yes.



Subject: Information Technology

Category	Key information	Additional context
Purpose/Aim	Y9: Consolidation of key terms by creating a glossary and then using the key term in a subject specific sentence. Y10 & Y11 T1: Consolidation of skills needed for NEA. Y11 T2: Revision.	Y9: Students should not rely on copying definitions from a search engine as they may not be relevant to this curriculum or in words that students understand – they must write the definition in their own words.
Where set	Y9: Bromcom. Y10 & Y11 T1: Century. Y11 T2 until the exam: Bromcom.	Y9: Students will complete the work on Class Notebook (in Teams). Y11: Independent revision for exam.
How often	Weekly.	All weeks for a half term are uploaded at the same time so students can get ahead if they wish.
Time expectation	30-40 minutes.	N/A
Deadline	One week.	Always due in during the double lesson.
Type(s) of task	Retrieval.	N/A
Expected standard / pass rate	100% completion. Century: 80%.	N/A
Feedback & response	Class notebook will be annotated to show redraft requirements. Century will give instant feedback.	N/A
Support / help	Glossary uploaded in Class notebook. Students own revision guide.	N/A
Stretch & challenge	Quality of use in a subject specific sentence. Century: Aim for 100%.	N/A
Absence arrangements	Completion still expected.	N/A
Submission method	Completion on class notebook.	N/A
Student Feedback Provision	Verbally to cohort specific to collective misconceptions. Provided by e-learning platform.	N/A



Subject FAQs

Question	Information Technology Response
What should my child do if they get stuck?	Refer to the additional resources provided in Class notebook or their revision guide.
What if we cannot access online work?	Don't leave home learning completion until the night before it is due so they can arrange a time with the teacher to complete it in school or have a paper copy of key terms provided.
How do students know if they have met expectations?	Teacher feedback – spot the yellow highlighting in class notebook.
Can work be redone?	Yes.



Subject: KS3 Computing

Category	Key information	Additional context
Purpose/Aim	Consolidation of key learning.	N/A
Where set	Century.	N/A
How often	Once per half term.	N/A
Time expectation	20 minutes.	N/A
Deadline	The following lesson (week).	N/A
Type(s) of task	Revision in preparation for half termly assessment.	N/A
Expected standard / pass rate	60%.	N/A
Feedback & response	On platform.	N/A
Support / help	Use their class notes.	N/A
Stretch & challenge	Aim for 100%.	N/A
Absence arrangements	Completion still expected.	N/A
Submission method	On Century.	N/A
Student Feedback Provision	Provided by e-learning platform.	N/A

Subject FAQs

Question	KS3 Computing Response
What should my child do if they get stuck?	Refer to class notes/resources, platform materials, or contact the teacher.
What if we cannot access online work?	Use the school facilities.
How can my child improve further?	Redo the nugget/s to achieve a higher score.
How do students know if they have met expectations?	Check the %.
Can work be redone?	Redo the nugget/s (see video in Century for how to do this).



Appendix XII Physical Education Faculty

Subject: KS3 Core PE

Category	Key information	Additional context
Purpose/Aim	To develop students' knowledge and understanding of topics such as exercising safely in hot and cold environments, injury prevention and recovery, healthy eating, and other key aspects of physical wellbeing. It also prepares students for the independent learning expectations of GCSE PE.	Home learning will be set through the EverLearner Platform, an online learning system designed to support students' holistic development and understanding of key health and physical activity topics.
Where set	https://theeverlearner.com/	This can be completed in Home Learning Club if an online device can not be accessed at home
How often	Fortnightly video nuggets plus one multiple choice assessment per half term	If students are long term injured in PE, they will have access to the platform in their Core PE Lessons
Time expectation	Maximum 10 minutes per task/video.	N/A
Deadline	Students should complete each assigned activity within the fortnight before the next task is released.	N/A
Type(s) of task	Online learning videos and multiple-choice assessments. Students will complete one multiple-choice assessment each half term.	N/A
Expected standard / pass rate	Students are expected to achieve a minimum pass rate of 60% on assessments.	N/A
Feedback & response	Instant feedback is provided through the EverLearner platform following completion of assessments and tasks.	N/A
Support / help	Students can seek support from PE staff or attend GCSE PE Help Hub sessions. The EverLearner dashboard also identifies strengths and areas for development to support independent improvement.	N/A
Stretch & challenge	Additional learning opportunities and extension activities are available through the platform for students wishing to deepen their understanding.	N/A
Absence arrangements	Students should complete missed tasks via EverLearner when they return to school. All learning materials remain accessible on the platform.	N/A
Submission method	All work is completed and submitted through the EverLearner platform.	N/A
Student Feedback Provision	Students receive immediate feedback on completed assessments, including correct responses and areas for improvement.	N/A



	Progress can also be monitored through the platform dashboard.	
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Subject FAQs

Question	PE Response
What should my child do if they get stuck?	Speak to their PE teacher or email Miss Howard choward@bhcs.sfet.org.uk
How can my child improve further?	There are further learning nugget opportunities for them to access, and they can complete a self-assessment via the Dashboard to identify weaker areas
How do students know if they have met expectations?	An instant pass mark is given, with live feedback after every question
Can work be redone?	Yes, these can be done as many times as the student wants to within the open assignment timeframe (2 weeks)
What assignments will be set and how long is each nugget?	Year 7 Only (Term 1) HT1 1 Sports Leadership – What is Sports Leadership (9.16) 2 Sports Leadership – Warmups (9.57) 3 Assessment – 15 Questions (60% Pass) HT2 4 Know your Body 2 – Exercise in the Cold (8.25) 5 Know your Body 2 – CV Response to Exercise (9.06) 6 Assessment – 15 Questions (60% Pass) Year 7 & 8 (Term 2) HT3 7 Know your Body 2 - Acute Injuries (7.41) 8 Know your Body 2 - Injury Rehabilitation (10.23) 9 Assessment – 15 Questions (60% Pass) HT4 10 Know your body 1 – What is good health? (10.06) 11 Know your body 1 – Effect of Exercise on Health (10.25) 12 Assessment – 15 Questions (60% Pass) HT5 11 Know your body 2 – Exercise in the Heat (8:00) 12 Know your Body 2 – Respiratory Response to Exercise 7.59) 13 Assessment – 15 Questions (60% Pass) HT6 14 Know your Body 2 –Muscular Responses to Exercise (6.57) 15 Know your Body 2 –Skeletal Responses to Exercise (5.35) 16 Assessment – 15 Questions (60% Pass)



Subject: Physical Education (GCSE PE)

Category	Key information	Additional context
Purpose/Aim	To develop students' knowledge and understanding of the GCSE Theory Topics across Paper 1 and Paper 2. This also acts as a progress tool to monitor student engagement and understanding of each topic.	Home learning will be set through the EverLearner Platform, an online learning system designed to support students' development of Ao1 to secure understanding of the GCSE PE Theory Topics.
Where set	https://theeverlearner.com/	This can be completed in Home Learning Club if an online device can not be accessed at home
How often	Fortnightly knowledge checking questions	If students are long term absent or injured, they can use the Everlearner at home or in Core PE lessons (if long term injured)
Time expectation	Maximum 10 minutes per task/video.	N/A
Deadline	Students should complete each assigned activity within the fortnight before the next task is released.	N/A
Type(s) of task	Online learning videos and multiple-choice questions.	N/A
Expected standard / pass rate	Students are expected to achieve a minimum pass rate of 60% on assessments.	N/A
Feedback & response	Instant feedback is provided through the EverLearner platform following completion of assessments and tasks.	N/A
Support / help	Students can seek support from PE staff or attend GCSE PE Help Hub sessions. The EverLearner dashboard also identifies strengths and areas for development to support independent improvement.	N/A
Stretch & challenge	Additional learning opportunities and extension activities are available through the platform for students wishing to deepen their understanding.	N/A
Absence arrangements	Students should complete missed tasks via EverLearner when they return to school. All learning materials remain accessible on the platform.	N/A
Submission method	All work is completed and submitted through the EverLearner platform.	N/A
Student Feedback Provision	Students receive immediate feedback on completed assessments, including correct responses and areas for improvement. Progress can also be monitored through the platform dashboard.	N/A



Subject FAQs

Question	Response
What should my child do if they get stuck?	Speak to their PE teacher or email Miss Howard choward@bhcs.sfet.org.uk
How can my child improve further?	There are further learning nugget opportunities for them to access, and they can complete a self-assessment via the Dashboard to identify weaker areas
How do students know if they have met expectations?	An instant pass mark is given, with live feedback after every question
Can work be redone?	Yes, these can be done as many times as the student wants to within the open assignment timeframe (2 weeks)



Appendix XIII Vocational & Creative Industries Faculty

Subject: KS3 Creative Industries – Food & Design Technology

Category	Key information	Additional context
Purpose/Aim	The aim of home learning in KS3 Creative Industries is to consolidate key skills such as design and evaluation.	For example, students may create a dish in lesson which they are then asked to evaluate as part of their home learning.
Where set	BromCom	N/A
How often	Once per half term	N/A
Time expectation	20-30 minutes	N/A
Deadline	Minimum completion window of one week.	N/A
Type(s) of task	Sensory Analysis document Evaluation document Creation of consolidation notes	N/A
Expected standard / pass rate	Title and date Full sentences Black ink Work proud	N/A
Feedback & response	Hand in acknowledged and quality checked by teacher.	Teachers monitor completion and identify patterns for areas for development so these can be addressed in-class as required and elements re-taught.
Support / help	Students should use attend Home Learning club or ask their class teacher.	N/A
Stretch & challenge	Students should explore how they may make sustainable changes to a dish or product.	N/A
Absence arrangements	Students will be expected to complete the assignment upon their return, to be agreed by class teacher.	For periods of extended absence, this can be managed through adapted deadlines where appropriate.
Submission method	Submitted via BromCom / hand-written notes if required	N/A
Student Feedback Provision	Teachers monitor completion and identify patterns for areas for development so these can be addressed in-class	N/A



Subject FAQs

Question	PE Response
What should my child do if they get stuck?	Refer to class notes/resources, platform materials, or contact the teacher.
What if we cannot access online work?	Students may use school facilities such as our Home Learning Club
How can my child improve further?	Encouraging self reflective language to aid the evaluative process
How do students know if they have met expectations?	Staff will monitor and provide feedback on patterns in areas for development or misconceptions.
Can work be redone?	Students are able to re-submit after discussion with their teacher



Subject: Food & Design Technology

Category	Key information	Additional context
Purpose/Aim	The aim of home learning in KS4 Creative Industries is to consolidate key skills and retrieve key information.	For example, students may be asked to create Seneca tasks as examination preparation or a topic based task to contribute to their NEA portfolio.
Where set	BromCom or Seneca	N/A
How often	Once per fortnight	N/A
Time expectation	20-30 minutes	N/A
Deadline	Minimum completion window of one week.	N/A
Type(s) of task	Seneca assignment Sensory Analysis document Evaluation document Creation of consolidation notes	N/A
Expected standard / pass rate	Title and date Full sentences Black ink Work proud	N/A
Feedback & response	Hand in acknowledged and quality checked by teacher.	Teachers monitor completion and identify patterns for areas for development so these can be addressed in-class as required and elements re-taught.
Support / help	Students should use attend Home Learning club or ask their class teacher.	N/A
Stretch & challenge	Students should explore how they may make sustainable changes to a dish or product.	N/A
Absence arrangements	Students will be expected to complete the assignment upon their return, to be agreed by class teacher.	For periods of extended absence, this can be managed through adapted deadlines where appropriate.
Submission method	Submitted via Seneca or BromCom / hand-written notes if required	N/A
Student Feedback Provision	Teachers monitor completion and identify patterns for areas for development so these can be addressed in-class	N/A



Subject FAQs

Question	Food and Design Technology Response
What should my child do if they get stuck?	Refer to class notes/resources, platform materials, or contact the teacher.
What if we cannot access online work?	Students may use school facilities such as our Home Learning Club
How can my child improve further?	Encouraging self reflective language to aid the evaluative process
How do students know if they have met expectations?	Staff will monitor and provide feedback on patterns in areas for development or misconceptions.
Can work be redone?	Students are able to re-submit after discussion with their teacher



Subject: Health & Social Care, Travel & Tourism

Category	Key information	Additional context
Purpose/Aim	The aim of home learning in Health & Social Care and Travel & Tourism is to research key information and consolidate key skills.	For example, students may study volcanic eruptions as part of their lesson structure. Their home learning would require them to research examples of volcanic eruptions in further depth and the impact on tourist destinations.
Where set	BromCom	N/A
How often	Fortnightly (not including school holidays)	N/A
Time expectation	20-30 minutes (KS4)	Students may decide to spend more time on their research topic to create more comprehensive notes.
Deadline	Minimum completion window of one week.	N/A
Type(s) of task	Research notes Creation of knowledge organizer Watching clips and noting key take-aways	N/A
Expected standard / pass rate	Title and date Full sentences Black ink Work proud	N/A
Feedback & response	Hand in acknowledged and quality checked by teacher.	Teachers monitor completion and identify patterns for areas for development so these can be addressed in-class as required and elements re-taught.
Support / help	Students should use attend Home Learning club or ask their class teacher.	N/A
Stretch & challenge	Students should research additional examples / use research to respond to exam style questions upon discussion with their teacher	N/A
Absence arrangements	Students will be expected to complete the assignment upon their return.	For periods of extended absence, this can be managed through adapted deadlines where appropriate.
Submission method	Submitted via BromCom / hand-written notes if appropriate	N/A
Student Feedback Provision	Teachers monitor completion and identify patterns for areas for development so these can be addressed in-class	N/A



Subject FAQs

Question	Health & Social Care/Travel & Tourism Response
What should my child do if they get stuck?	Refer to class notes/resources, platform materials, or contact the teacher.
What if we cannot access online work?	Students may use school facilities such as our Home Learning Club
How can my child improve further?	Vocational subjects and related areas are always reported on in the media. Reading BBC News or National Geographic will extend their knowledge of key areas and provide real world examples.
How do students know if they have met expectations?	Staff will monitor and provide feedback on patterns in areas for development or misconceptions.
Can work be redone?	Students are able to re-submit after discussion with their teacher



Appendix XIV Expressive Performing Arts Faculty

Subject: Art

Category	Key information	Additional context
Purpose/Aim	Art homework gives your child the chance to practice and improve their creative skills outside the classroom. It encourages them to think independently, try new ideas, and build confidence in their abilities. Home Learning helps your child to expand their learning build on skills learnt in the classroom and prepare students for the next step of their project by taking photographs or researching on the chosen theme. There will be a mixture of research tasks, preparation tasks, and creative tasks.	Examples of KS3 home learning could be to bring in an image of a celebrity for their next lesson or to research the 3 different types of clay. KS4 – Home learnings links to the coursework so can be a variety of tasks for example, this might be completion of work in class from the current week. Presentation of work into sketchbooks, research artists and taking photos to support drawing in class.
Where set	Bromcom	N/A
How often	Key stage 3 – Once a half term Key stage 4 once a week	N/A
Time expectation	KS3- 30 minutes KS4- 1 hour	There is a chance that some tasks might be quicker and others may take a little longer depending on the task given.
Deadline	At least 1 week from when it was set.	At KS4 teachers might give a deadline of a few weeks to get a specific section of work completed, students are expected to manage their time and not leave things to the last minute.
Type(s) of task	KS3 and KS4 – Researching artists and art movements linked to topic. Preparing photographs or images to work on in class. Creative tasks including drawing and collage at KS3.	N/A



	KS4 – all home learning will directly link to coursework completion. This could include researching artists or art movements, observational drawings, annotations and presentation on work in their sketchbooks, and competition of work started in class that week. Some weeks it will be a specific set task, other weeks it will be self directed independent work depending on the stage of the coursework. All students will be supported with checklists at the start of each project so should be clear on the task needing to be completed.	
Expected standard / pass rate	KS3 -Completion will be linked to handing in a physical copy of the task. KS4 – physical copy of the task. If this is not to the student's usual standard of work completed in class they will be asked to attend open studio for support on improving this.	N/A
Feedback & response	Feedback will be given to students as part of their assessment process in class. KS3 home learning links to the final assessment mark for the project. KS4 – As Home learning is a continuation of the coursework, recognition of completion/verbal feedback will be given during lessons and generic written feedback on the coursework will be completed each half term as per JCQ NEA requirement.	N/A
Support / help	KS3- please speak to class teacher if more support is needed. Printing can be done in A1 at break time or in home learning club.	N/A



	KS4- Open studio runs on Tuesday and Thursday 3pm-4pm in A1. At Open studio students have the support of several art teachers as well as computers and all other art resources. This is a good place to come if students have limited art supplies at home.	
Stretch & challenge	Stretch and challenge tasks will be identified on home learning in the optional elements areas.	N/A
Absence arrangements	If a student is absent when the home learning was set. they are still expected to completed the home learning task. For all years groups home learning directly links to their progress and grade for the half term it is set. However, teachers will be flexible and adjust the due date if possible. It is advisable if your child is absent that they go and speak with their teacher on their return to school to make arrangements. If they are absent when the home learning is due in, they can hand it in on their next lesson.	N/A
Submission method	All home learnings need to be a physical copy. Printing is available in A1 at breaktime as long as students have saved their work first. Break times is not long enough for students to complete the home learning and print	N/A
Student Feedback Provision	Feedback will be given to students as part of their assessment process in class. KS3 home learning links to the final assessment mark for the year. KS4 – As Home learning is a continuation of the coursework, recognition of completion/verbal feedback will be given during lessons and generic written feedback on the	N/A



	coursework will be completed each half term as per JCQ NEA requirement.	
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Subject FAQs

Question	Art Response
What should my child do if they get stuck?	Refer to the notes on Bromcom that accompanies the home learning. If your child is still not sure, they should ask their teacher to ask or parents can email the teacher for further clarification.
What if my child was absent?	If a student is absent when the home learning was set. they are still expected to completed the home learning task. For all years groups home learning directly links to their progress and grade for the half term it is set. However, teachers will be flexible and adjust the due date if possible. It is advisable if your child is absent that they go and speak with their teacher on their return to school to make arrangements. If they are absent when the home learning is due in, they can hand it in on their next lesson.
What if we cannot access online work?	Computers are available in A1 at breacktime to come and print the instructions. Students can access the computer in home learning club or if KS4 in Open studio.
How can my child improve further?	Use stretch and challenge resources provided. Check in with your child they understand the task. Ensure they have a space to complete the work or direct them to home learning club or open studio.
How do students know if they have met expectations?	Teacher will give verbal feedback, if the home learning does not meet the expectations, they will be invited to come to catch up for more support.
Can work be redone?	Students can always redo or improve work. This is critical at KS4 as all home learning will be entered as part of the coursework.



Subject: Dance

Category	Key information	Additional context
Purpose/Aim	Dance home learning is planned with the intention of supporting and extending learning beyond the classroom. It offers the opportunity to strengthen academic understanding whilst encouraging independence and responsibility. It provides students with time to revisit, reinforce and apply the knowledge and skills developed during lessons. The main reasons for setting homework in Dance are as follows: KS3 - To support engagement - Enhance creativity - Develop the foundational knowledge learnt in lessons. Reinforces learning from lessons by consolidating practical skills learned in class. As a result, students can remember key dance terminology and routines learnt, also providing an opportunity to reflect on their own performance and progress. KS4 - To develop both practical and theoretical knowledge assessed in examination and NEA tasks. Reinforces learning from lessons by consolidating practical skills learned in class. Helps students remember key dance terminology and concepts. Provides opportunities to reflect on their own performance and progress. Develops creativity by encouraging students to explore movement ideas independently. Gives time for choreographic thinking away from the classroom environment. Allows students to gather inspiration from music, art, current affairs, or other stimuli. Builds dance literacy by introducing students to professional works, choreographers, and dance styles. Improves their ability to describe, analyse, and evaluate	KS3 Dance home learning will predominantly be rehearsal based, either of the performance routine learnt in class, or the group choreography work, created in class. KS4 Dance home learning can take various forms. Some examples will include revision of key terminology and their definitions. Research based of styles and choreographers. Practice exam questions, short and long answers using suggested structures. Accompaniment research. Performance and choreographic skill knowledge.



	dance. Supports cross-curricular literacy skills through written responses and research tasks. Encourages independent learning by developing organisational skills and personal responsibility. Helps students take ownership of their learning and artistic development. Prepares students for the increased demands of GCSE study. Promotes cultural awareness by enabling exploration of dance from different cultures and historical periods. Broadens students' understanding of the role of dance in society.	
Where set	Bromcom	N/A
How often	Key stage 3 – Once a half term Key stage 4 once a week	N/A
Time expectation	KS3: up to 30 minutes KS4: up to 1 hour	There is a chance that some tasks might be quicker and others may take a little longer depending on the task given. It is recommended that revision-based home learning is completed in short, regular sessions to support the long-term retention of information, rather than concentrating all revision into a single session the night before an assessment. For example, at KS4, I would recommend that students divide the suggested 60 minutes of revision into three 20-minute sessions spread across the week. This approach helps to reinforce learning more effectively, reduces cognitive overload and encourages information to be transferred into long-term memory.



Deadline	At least 1 week from when it was set.	At KS4, some home learning tasks may be set as ongoing activities over the course of a half term , rather than having a fixed submission date. A key example of this is choreography creations, especially when working on the final C1 choreography task . Students are expected to manage these longer-term tasks independently, developing effective study habits and taking responsibility for their own performance and choreography development. Regular rehearsal is essential to ensure that skills continue to improve and that students are fully prepared for performance and choreography NEA requirements throughout the GCSE course.
Type(s) of task	KS3 Dance home learning will always be rehearsal based, spending time to strengthen knowledge and confidence of a set routine learnt in lessons, or of a routine independently created. KS4 Dance home learning can take various forms. Some examples will include revision of key terminology and their definitions. Research based of styles and choreographers. Practice exam questions, short and long answers using suggested structures. Accompaniment research. Performance and choreographic skill knowledge tasks. Developing knowledge of the professional dance works studied. Rehearsal of performance and choreography NEA.	An example of performance / choreography knowledge tasks might be demonstrating how performance skills are used in own performances. How choreography skills are used to convey a choreographic intention.
Expected standard / pass rate	KS3: Successful completion will be seen through performance within class, leading up to final assessment lesson. Progress will be measured by the skills evidenced in final performance and / or choreography. KS4: Revision home learning will be monitored through students' performance in assessments and retrieval activities, allowing teachers to evaluate how effectively students have engaged with and retained the content.	N/A



	When completing a knowledge-based assessment, students will be asked to re-do an assessment / part of an assessment if the equivalent of a grade 5 is not reached. For exam question practice or any other form of written task, students will be required to submit a completed physical copy (or other specified evidence) to their teacher by the stated due date during their lesson. This may be peer marked, or used to inform the future content of lessons, and is sometimes used with Do Now / Starter tasks. Regardless of the type of home learning set, if a student submits work that is not reflective of the standard they typically achieve in class, they will be asked to revisit and resubmit the task. This ensures that all students take pride in their work and demonstrate their genuine understanding, effort and ability.	
Feedback & response	KS3 – As evidence of home learning will be seen in final assessment lessons, feedback received will be through the use of assessment booklets that enable skill strengths to be identified, as well as areas to improve. KS4 - if home learning is used to inform parts of the lesson, student feedback is key and teacher verbal feedback is given as part of the ongoing task. If a written form of home learning is submitted, peer feedback is often used, as well as verbal feedback to address the quality of the homework. Often, comments or questions posed will be written on students' home learning to enable addressing misconceptions and develop a further understanding of the topic in question. If the home learning takes the form of a written assessment, summative feedback will be given in written form, identifying strengths and areas for improvement that students will be given time to respond using DIRT.	N/A
Support / help	Support with home learning is available for all year groups through the class teacher. If a student is experiencing any difficulties with a home learning task, they should speak to their teacher as soon as possible so that any issues can be resolved promptly and appropriate support can be provided. If students require time and space to complete rehearsal based home learning, they can agree on a time to use the studio, or use Open Studio time which is currently during a Thursday lunch time. Extended deadlines are given to students who ask.	N/A
Stretch & challenge	If appropriate, opportunities for students to be further stretched and challenged will be presented on the home learning task, as well as any adaptations that might be needed for more vulnerable students.	N/A



	Opportunities for stretch and challenge often present when home learning is submitted through additional verbal questioning, or modelling to other students.	
Absence arrangements	If a student is absent when the home learning is set, there is still the expectation for some, if not all, element of attention given to the completion of the task. This is dependent on the progress being made in class and if it is relevant depending on timelines and current topics studied in class, ie – if a student is absent for 2 weeks, and the lesson topic has moved on, it might seem irrelevant and even unhelpful for progress to still expect the home learning to be completed. However, if the home learning directly links to their progress and could affect the grade for the half term, the expectation is for it to still be completed. If your child is absent, it is expected that they speak to, or even email their teacher as soon as they return to school to ensure they are aware of any missed home learning and to make arrangements for its completion. If they are absent when the home learning is due in, they can hand it in during their next dance lesson.	N/A
Submission method	KS3: Home learning submission does not take the form of submitting a hard copy of anything as it is all rehearsal based. Evidence of completion will be in the final assessment lesson. KS4: Revision home learning will be monitored through students' performance in assessments and retrieval activities, allowing teachers to evaluate how effectively students have engaged with and retained the content. For written home learning tasks, students will be required to submit a completed physical copy (or other specified evidence) to their teacher by the stated due date during their lesson.	N/A
Student Feedback Provision	At KS3, feedback on home learning is typically provided as part of the assessment process within lessons. Students are given opportunities to review and discuss their work through class activities, retrieval tasks, peer and self-assessment, and teacher feedback linked to the learning objectives being assessed. This approach ensures that home learning contributes meaningfully to students' ongoing progress in performance and choreography based tasks. At KS4, where home learning forms part of an ongoing coursework or NEA project, feedback will be provided as part of the wider project development process. This feedback will not be limited to the home learning task itself but will form part of the continuous monitoring and guidance that students receive through both classwork and independent study, in line with GCSE course requirements and regulations. If the home learning is a stand alone task and requires summative feedback, the feedback cycle will be in place	N/A



	where students' strengths and areas for development are commented on, giving students DIRT time.	
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Subject FAQs

Question	Music Response
What should my child do if they get stuck?	Students should first refer to the guidance and notes attached to the home learning task on Brom Com, as these will often answer common questions and provide additional support. If they are still unsure, they should speak to their teacher at the earliest opportunity for clarification. Parents are also welcome to contact the teacher via email if further guidance is needed. We encourage students to seek help promptly so that any issues can be resolved quickly and they can continue to make good progress with their home learning.
What if my child was absent?	If a student is absent when the home learning is set, there is still the expectation for some, if not all, element of attention given to the completion of the task. This is dependent on the progress being made in class and if it is relevant depending on timelines and current topics studied in class, ie – if a student is absent for 2 weeks, and the lesson topic has moved on, it might seem irrelevant and even unhelpful for progress to still expect the home learning to be completed. However, if the home learning directly links to their progress and could affect the grade for the half term, the expectation is for it to still be completed. If your child is absent, it is expected that they speak to or even email their teacher as soon as they return to school to ensure they are aware of any missed home learning and to make arrangements for its completion. If they are absent when the home learning is due in, they can hand it in during their next dance lesson.
What if we cannot access online work?	Students who do not have access to a computer at home, or who may find it difficult to complete certain tasks outside of school, are welcome to use the Music Department computers during break times or after school as we often use these for Dance lessons. This ensures that all students have the opportunity to access and complete their home learning successfully. Hard copies of work do not always need to be presented in word processed format, and can be handwritten.
How can my child improve further?	Students who wish to further develop their knowledge and skills are encouraged to discuss further opportunities with their teachers.



How do students know if they have met expectations?	Teachers will provide verbal feedback on home learning and classwork to help students understand whether they are meeting the expected standard. Where further improvement is needed, students may be invited to attend a catch-up session to receive additional support and guidance. For assessment-based tasks, students may also be required to revisit or retake work if they do not achieve the minimum expected standard.
Can work be redone?	Yes. Students will always have the opportunity to re-do home learning tasks, if they or their teacher believes that work can be done to higher standard, or more time given to it.



Subject: Drama

Category	Key information	Additional context
Purpose/Aim	KS3- Home learning in KS3 Drama reinforces classroom learning by strengthening line learning, character understanding and performance confidence. It also develops pupils' knowledge of design elements, including sound, setting, costume and lighting. Regular independent practice supports creativity, recall and evaluation skills, helping students make more informed and effective performance choices KS4- Home learning is essential for KS4 Drama as it strengthens retrieval, supports revision, and develops independent study habits. It also provides time for project-based tasks, exam practice, coursework preparation, and learning lines. Regular home learning helps students consolidate performance skills, deepen understanding, and improve confidence in assessment.	N/A
Where set	Bromcom, Pupils will also have access to half terms Home learning tasks on their title pages in their books.	N/A
How often	Frequency by Key Stage (e.g. weekly, fortnightly). KS3- 1 per half term KS4- 1 per week	N/A
Time expectation	Expected duration by Key Stage (KS3/KS4). KS3- 30 minutes KS4- 1 hour	N/A
Deadline	Minimum completion window and any variation for projects. 7 days from the set date.	N/A



	Within KS4 pupils may have a home learning task that runs over a few weeks, for example- Line learning or completing coursework.	
Type(s) of task	E.g. retrieval, revision, project-based, exam practice, Coursework. KS3- Design based (costume/lighting/set/sound), learning lines, retrieval, knowledge builders. KS4- retrieval, revision, project-based, exam practice, Coursework, learning lines.	N/A
Expected standard / pass rate	Define expected completion standard or % threshold. Completion of home learning to a good standard is important because it reinforces classroom learning, builds independent study habits, and strengthens understanding. It also develops responsibility, resilience, and time management. When tasks are completed carefully, teachers can identify progress, address misconceptions, and support pupils in making sustained academic improvements.	N/A
Feedback & response	How students receive feedback and expectations for redrafting. KS3- In lesson verbal feedback KS4- I will give KS4 feedback promptly and clearly, ensuring it is specific, constructive, and linked to learning objectives. Depending on the task, feedback may be verbal, written, or practical. I will identify strengths, highlight areas for improvement, and provide clear next steps so students can act on advice and make sustained progress	N/A



Support / help	Guidance for when students are stuck (resources, teacher support). Transferable; platform tutorials may be subject-specific Pupils can access home learning club. Pupils can be directed to Zone 11/ support after school.	N/A
Stretch & challenge	Optional extension opportunities. Pupils wanting extensions may ask for further challenge, or they can look at the task and see what can be stretched, deepened, or extended beyond the core requirement.	N/A
Absence arrangements	Expectations if student absent when set. If a student is absent when the home learning was set. they are still expected to completed the home learning task. For all years groups home learning directly links to their progress for the half term it is set. However, teachers will be flexible and adjust the due date if possible. It is advisable if your child is absent that they go and speak with their teacher on their return to school to make arrangements. If they are absent when the home learning is due in, they can hand it in on their next lesson.	N/A
Submission method	This should be within their Drama books or on paper ready to stick into Drama books	N/A



Subject FAQs

Question	Drama Response
What should my child do if they get stuck?	Refer to class notes/resources, platform materials, or contact the teacher.
What if my child was absent?	Access resources online or speak to teacher; complete work by deadline.
What if we cannot access online work?	Request paper copy or use school facilities.
How can my child improve further?	Use stretch and challenge resources provided. BBC bite size Drama.
How do students know if they have met expectations?	Check feedback, scores or teacher comments.

Support within Drama

<https://www.bbc.co.uk/bitesize/subjects/zk6pyrd>

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification>

<https://www.dramaonlinelibrary.com/>



Subject: Music

Category	Key information	Additional context
Purpose/Aim	Music home learning is designed to support and extend learning beyond the classroom. It provides students with opportunities to revisit, reinforce and apply the knowledge and skills developed during lessons. The key purposes of setting music home learning are: To support retrieval and long-term memory by revisiting key vocabulary, notation, listening skills and musical concepts covered in lessons. To develop musical understanding through listening, research and theory-based activities that deepen students' knowledge of musical styles, genres and conventions. To encourage independent learning by providing opportunities for students to take ownership of their musical development and engage with music outside the classroom. To reinforce practical progress by encouraging regular practice and reflection on performance skills, helping students make more consistent improvement. To prepare students for future study, particularly at GCSE, where independent practice, listening and research form an essential part of success. To broaden musical experiences by exposing students to a wider range of music, composers, artists and cultural traditions than may be possible within lesson time alone. To consolidate learning from class topics and make links between performance, composition and appraisal activities. Within the Music Department, home learning is intended to be purposeful and meaningful, and tasks are designed to complement classroom learning and help students develop the knowledge, skills and confidence required to become well-rounded musicians.	KS3 Music home learning tasks will include but not be limited to revision for in class assessment, research tasks, knowledge consolidation tasks and listening and appraisal tasks. KS4 Music home learning will include tasks similar to those at KS3 but to a higher level. It will also include Performance based tasks (such as practice on their instrument), and composition-based tasks, whereby students will need to come back to the music department to use the school software to continue with their composition at Break, lunch or after school.
Where set	Bromcom	N/A
How often	Key stage 3 – Once a half term Key stage 4 once a week	N/A
Time expectation	KS3: 30 minutes KS4: 1 hour	There is a chance that some tasks might be quicker and others may take a little longer depending on the task given.

		It is recommended that revision-based home learning is completed in short, regular sessions to support the long-term retention of information, rather than concentrating all revision into a single session the night before an assessment. For example, at KS3, I would recommend that students divide the suggested 30 minutes of revision into three 10-minute sessions spread across the week. This approach helps to reinforce learning more effectively, reduces cognitive overload and encourages information to be transferred into long-term memory.
Deadline	At least 1 week from when it was set.	At KS4, some home learning tasks may be set as ongoing activities over the course of a half term, rather than having a fixed submission date. A key example of this is instrumental practice, which requires regular engagement over time to support continued progress. Students are expected to manage these longer-term tasks independently, developing effective study habits and taking responsibility for their own musical development. Regular practice is essential to ensure that skills continue to improve and that students are fully prepared for performance and



		coursework requirements throughout the GCSE course.
Type(s) of task	KS3 Music home learning tasks will include but not be limited to revision for in class assessment, research tasks, knowledge consolidation tasks such as a worksheet, and listening and appraisal tasks. KS4 Music home learning will include tasks like those at KS3 but to a higher level. It will also include Performance based tasks (such as practice on their instrument), and composition-based tasks, whereby students will need to come back to the music department to use the school software to continue with their composition at Break, lunch or after school.	An example of a revision-based home learning task might be learning and recalling the definitions of ten key musical terms, helping to develop subject-specific vocabulary and support future retrieval of knowledge. An example of a research-based home learning task could involve investigating a composer or musician and answering a series of focused questions, such as the instruments they played, significant works they composed and their historical context. An example of a knowledge consolidation home learning task might be completing a worksheet that requires students to identify and name notes on a treble clef staff, reinforcing notation skills covered in class. An example of a listening and appraising home learning task could involve listening to a specified piece of music and answering structured questions to identify musical elements, instruments, stylistic features and the composer's intentions.
Expected standard / pass rate	KS3: Revision home learning will be monitored through students' performance in assessments and retrieval activities, allowing teachers to evaluate how effectively students have engaged with and retained the content.	N/A



	For all other home learning tasks, students will be required to submit a completed physical copy (or other specified evidence) to their teacher by the stated due date during their lesson. KS4: Revision home learning will be monitored through students' performance in assessments and retrieval activities, allowing teachers to evaluate how effectively students have engaged with and retained the content. At KS4, students are expected to achieve a minimum pass mark of 60% in assessment tests. Students who do not meet this threshold will be required to revisit the relevant content and retake the assessment, ensuring that key knowledge and understanding are secure before progressing further in the course. For all other home learning tasks, students will be required to submit a completed physical copy (or other specified evidence) to their teacher by the stated due date during their lesson. Regardless of the type of home learning set, if a student submits work that is not reflective of the standard they typically achieve in class, they will be asked to revisit and resubmit the task. This ensures that all students take pride in their work and demonstrate their genuine understanding, effort and ability.	
Feedback & response	Where appropriate, home learning will be reviewed, marked and assessed by the class teacher. For revision-based home learning, evidence of completion will be reflected through subsequent assessment and retrieval activity outcomes, allowing teachers to evaluate students' understanding and retention of the content. At KS4, where home learning forms part of an ongoing coursework or NEA project, feedback will be provided as part of the wider project development process. This feedback will not be limited to the home learning task itself but will form part of the continuous monitoring and guidance that students receive through both classwork and independent study, in line with GCSE course requirements and regulations.	N/A
Support / help	Support with home learning is available for all year groups through the class teacher. If a student is experiencing any difficulties with a home learning task, they should speak to their teacher as soon as possible so that any issues can be resolved promptly and appropriate support can be provided. Students who do not have access to a computer at home, or who may find it difficult to complete certain tasks outside of school, are welcome to use the Music Department computers during break times or after school. This ensures that all students have the opportunity to access and complete their home learning successfully.	N/A



Stretch & challenge	Stretch and challenge opportunities will be clearly identified within home learning tasks through optional extension activities. These tasks are designed to provide additional challenge for students who wish to deepen their understanding, further develop their skills, or explore aspects of the topic in greater detail.	N/A
Absence arrangements	If a student is absent when the home learning is set, they are still expected to complete the home learning task. For all year groups home learning directly links to their progress and can affect the grade for the half term. If your child is absent, it is expected that they speak to, or even email their teacher as soon as they return to school to ensure they are aware of any missed home learning and to make arrangements for its completion. If they are absent when the home learning is due in, they can hand it in during their next music lesson.	N/A
Submission method	KS3: Revision home learning will be monitored through students' performance in assessments and retrieval activities, allowing teachers to evaluate how effectively students have engaged with and retained the content. For all other home learning tasks, students will be required to submit a completed physical copy (or other specified evidence) to their teacher by the stated due date during their lesson. KS4: Revision home learning will be monitored through students' performance in assessments and retrieval activities, allowing teachers to evaluate how effectively students have engaged with and retained the content. At KS4, students are expected to achieve a minimum pass mark of 60% in assessment tests. Students who do not meet this threshold will be required to revisit the relevant content and retake the assessment, ensuring that key knowledge and understanding are secure before progressing further in the course. For all other home learning tasks, students will be required to submit a completed physical copy (or other specified evidence) to their teacher by the stated due date during their lesson.	N/A
Student Feedback Provision	At KS3, feedback on home learning is typically provided as part of the assessment process within lessons. Students are given opportunities to review and discuss their work through class activities, retrieval tasks, peer and self-assessment, and teacher feedback linked to the learning objectives being assessed. This approach ensures that home learning contributes meaningfully to students' ongoing progress in Music Making, Musical Understanding and Musical Thinking, whilst informing future teaching and learning. At KS4, where home learning forms part of an ongoing coursework or NEA project, feedback will be provided as part of the wider project development process. This feedback will not be limited to the home learning task	N/A



	itself but will form part of the continuous monitoring and guidance that students receive through both classwork and independent study, in line with GCSE course requirements and regulations.	
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Subject FAQs

Question	Music Response
What should my child do if they get stuck?	Students should first refer to the guidance and notes attached to the home learning task on Brom Com, as these will often answer common questions and provide additional support. If they are still unsure, they should speak to their teacher at the earliest opportunity for clarification. Parents are also welcome to contact the teacher via email if further guidance is needed. We encourage students to seek help promptly so that any issues can be resolved quickly and they can continue to make good progress with their home learning.
What if my child was absent?	If a student is absent when the home learning is set, they are still expected to complete the home learning task. For all year groups home learning directly links to their progress and could affect the grade for the half term. If your child is absent, it is expected that they speak to or even email their teacher as soon as they return to school to ensure they are aware of any missed home learning and to make arrangements for its completion. If they are absent when the home learning is due in, they can hand it in during their next music lesson.
What if we cannot access online work?	Students who do not have access to a computer at home, or who may find it difficult to complete certain tasks outside of school, are welcome to use the Music Department computers during break times or after school. This ensures that all students have the opportunity to access and complete their home learning successfully.
How can my child improve further?	Students who wish to further develop their knowledge and skills are encouraged to complete the stretch and challenge activities provided alongside their home learning tasks. These optional extension activities offer opportunities to explore topics in greater depth and demonstrate a higher level of understanding. Students are also encouraged to speak to their class teacher, who can provide additional resources, practice materials or extension tasks tailored to their individual interests and areas for development. Taking advantage of these opportunities can help students build confidence,



	deepen their musical understanding and maximise their progress.
How do students know if they have met expectations?	Teachers will provide verbal feedback on home learning and classwork to help students understand whether they are meeting the expected standard. Where further improvement is needed, students may be invited to attend a catch-up session to receive additional support and guidance. For assessment-based tasks, students may also be required to revisit or retake work if they do not achieve the minimum expected standard. (60% at KS4) This ensures that key knowledge and skills are secure before moving on to new content. For further information regarding minimum grades and assessment expectations, please refer to the "Expected Standard / Pass Rate" section of this document.
Can work be redone?	Yes. Students are always encouraged to revisit, improve and resubmit work where appropriate. This supports the development of resilience, reflection and continuous improvement, helping students to achieve their personal best. This is particularly important at KS4, where many home learning tasks contribute directly to ongoing coursework and project development. Regular refinement and improvement of work form a key part of the creative process, allowing students to respond to feedback, strengthen their musical ideas and produce higher-quality outcomes over time.



Subject: Photography

Category	Key information	Additional context
Purpose/Aim	Photography homework gives your child the chance to practice and improve their creative skills outside the classroom. It encourages them to think independently, try new ideas, and build confidence in their abilities. Home Learning helps your child to expand their learning build on skills learnt in the classroom and prepare students for the next step of their project by taking photographer or researching on the chosen theme. There will be a mixture of research tasks, preparation tasks, and creative tasks.	KS4 – Home learnings links to the coursework so can be a variety of tasks for example, this might be completion of work in class from the current week. Research artists and taking photos to editing their photos in the style of their chosen photographer.
Where set	Bromcom	N/A
How often	Key stage 4 once a week	N/A
Time expectation	KS4- 1 hour	There is a chance that some tasks might be quicker and others may take a little longer depending on the task given.
Deadline	At least 1 week from when it was set.	At KS4 teachers might give a deadline of a few weeks to get a specific section of work completed, students are expected to manage their time and not leave things to the last minute.
Type(s) of task	All home learning will directly link to coursework completion. This could include researching photographers or photography movements, completing location photoshoots, annotations and presentation on work in their digital, and competition of work started in class that week. Some weeks it will be a specific set task, other	N/A



	weeks it will be self directed independent work depending on the stage of the coursework. All students will be supported with checklists at the start of each project so should be clear on the task needing to be completed.	
Expected standard / pass rate	KS4 – digital copy of the task saved to their sharepoint area or presented in their digital sketchbook. If this is not to the student's usual standard of work completed in class they will be asked to attend open studio for support on improving this.	N/A
Feedback & response	As Home learning is a continuation of the coursework, recognition of completion/verbal feedback will be given during lessons and generic written feedback on the coursework will be completed each half term as per JCQ NEA requirement.	N/A
Support / help	KS4- Open studio runs on Tuesday and Thursday 3pm-4pm in A1. At Open studio students have the support of several photography teachers as well as computers and all other photography resources. This is a good place to come if students do not have access to a computer at home as all work in GCSE photography is digital.	N/A
Stretch & challenge	Stretch and challenge tasks will be identified on home learning in the optional elements areas.	N/A
Absence arrangements	If a student is absent when the home learning was set. they are still expected to completed the home learning task. For all years groups home learning directly links to their progress and grade for the half term it is set. However, teachers will be flexible and adjust the due date	N/A

	if possible. It is advisable if your child is absent that they go and speak with their teacher on their return to school to make arrangements. If they are absent when the home learning is due in, they can hand it in on their next lesson.	
Submission method	Digital – All students will need to save photos and work in their sharepoint area and in their digital sketchbook.	N/A
Student Feedback Provision	KS4 – As Home learning is a continuation of the coursework, recognition of completion/verbal feedback will be given during lessons and generic written feedback on the coursework will be completed each half term as per JCQ NEA requirement.	N/A

Subject FAQs

Question	Photography Response
What should my child do if they get stuck?	Refer to the notes on Bromcom that accompanies the home learning. If your child is still not sure, they should ask their teacher to ask or parents can email the teacher for further clarification.
What if my child was absent?	If a student is absent when the home learning was set. they are still expected to completed the home learning task. For all years groups home learning directly links to their progress and grade for the half term it is set. However, teachers will be flexible and adjust the due date if possible. It is advisable if your child is absent that they go and speak with their teacher on their return to school to make arrangements. If they are absent when the home learning is due in, they can hand it in on their next lesson.
What if we cannot access online work?	Computers are available in A1 at breaktime to come and print the instructions. Students can access the computer in home learning club or if KS4 in Open studio.
How can my child improve further?	Use stretch and challenge resources provided. Check in with your child they understand the task. Ensure they have a space to complete the work or direct them to home learning club or open studio.



How do students know if they have met expectations?	Teacher will give verbal feedback, if the home learning does not meet the expectations, they will be invited to come to catch up for more support.
Can work be redone?	Students can always redo or improve work. This is critical at KS4 as all home learning will be entered as part of the coursework.