

The Angmering School

Ambition

Courage

Respect

Home Learning Policy 2022

The Angmering School Home Learning Policy

Rationale and aims

The efficacy and quality of homework, called Home Learning for the purposes of this policy, is disputed and often seen as lacking in impact at Key Stage 3, but is widely accepted as benefiting and aiding learning at Key Stage 4 and 5, especially as there are increased demands for independent learning. This is evident in recent feedback from staff, students and parents and is often because the homework, particularly at Key Stage 3, that is set is perceived to be parenthetical to the in-class learning and curriculum, having a low impact on learning and outcomes in the medium to long term. Recent research from the EEF suggests that in a secondary school setting there are around 5 months gained in student progress from the setting of homework that is linked to classroom learning and purposeful, developing knowledge, fluency or skills. The EEF also suggest that the quality of the task, as opposed to the length, and that the use of digital technology can have gains of around 6 months (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>).

The EEF also suggest the following active ingredients that should be considered when setting homework:

- Considering the quality of homework over the quantity.
- Using well-designed tasks that are linked to classroom learning.
- Clearly setting out the aims of homework to pupils.
- Understanding and addressing any barriers to completion, such as access to a learning device or resources.
- Explicitly teaching independent learning strategies.
- Providing high-quality feedback to improve pupil learning.
- Monitoring the impact homework has on pupil engagement, progress and attainment.

(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>)

It is therefore important to carefully consider all of these ingredients as the bedrock of any effective policy, including the policy herewith. We aim to ensure that homework is purposeful, valued and impactful by teachers, students and parents. This policy therefore rationalises existing divergent approaches into a more uniform and evidence-informed approach, which is predicated on the most effective teaching and learning practices from research around cognitive science. Homework should not be an inconvenient add-on, but an extension of the high quality learning in the classroom that enables students to take greater control of their knowledge, skillset and fluency through well-planned and targeted tasks from which learning in the class segues to and from again.

Setting homework at Key Stage Three

The following table gives an overview of the policy for setting home learning in each year group and subject area. All homework tasks will be published on ClassCharts.

With the exception of year 7, who will have a gradual increase in their home learning load in their first term in school, all year groups in key stage three will have home learning set under these parameters throughout terms 1 to 3 in the school year.

Subject area	English, Maths and Science	Humanities, Languages, Computing	DT, Art, Music, Perspectives, Food Technology, Drama, Dance
Frequency of homework	One task of around 30 mins per week.	Minimum twice per half term.	Minimum once per half term.

Setting homework at Key Stage Four

English, Maths, Science and all of the other externally assessed (GCSE, BTEC etc...) subjects will set homework of approximately 30mins-1 hour per week, with a maximum of two hours per day being set.

Setting homework at Key Stage Five

All Key Stage Five courses will set frequent homework up to a maximum of three hours per day.

Task setting

The body of research around cognitive science and metacognition points to a strong evidence base around the value of deliberate practice, retrieval practice to benefit the working memory by storing key knowledge and skillsets in the long-term memory through interleaved testing. This is at the core of all task setting for home learning at The Angmering School.

Each subject area has a clear curriculum learning journey which defines the skills and knowledge, with challenge, modelling, deliberate practice and explicit instruction around this the norm for classroom teaching and learning. Students will therefore be told where they are going in their learning, how it connects to the learning they have already done and what the purpose of their learning is. Students will also be challenged through frequent targeted questioning to aid the metacognitive process of understanding and applying their learning in order to reflect carefully on their own progress and have agency in this.

Home learning -therefore needs to be carefully and purposefully planned with challenge and entitlement for all at the forefront. Departments should plan their homework in the same way that they do their curriculum, with a bigger picture about the trajectory of learning. This plan will have the aim of students becoming knowledge rich in their ability to recall and apply specific knowledge and skills from each subject domain, making complex connections and which provide deeper learning experiences. This must be done alongside the curriculum learning journey and with planned assessments in mind.

Tasks should therefore be agreed and consistently set by all members of the department. They should not be onerous, tokenistic or over-long and must broadly fit into the following forms:

- Retrieval practice of key knowledge and skills, following the principles of spacing and interleaving.
- The acquisition and practice of tier two and three vocabulary.
- Tasks which practice fluency to embed specific skills.
- Revision and coursework activities (at Key Stage Four and Five)
- Flipped learning and assessment activities (at Key Stage Five)

Projected impacts

The planned impact of this change of approach is a much more coherent set of home learning setting practices, which are synchronous with teaching and learning in the classroom - students will understand the purpose of their home learning and see its value. Embedding knowledge and skills through deliberate practice in an interleaved way will help them in simple terms to know more and remember more, by committing learning to their long-term memory, freeing up space in their working memories to enable greater challenge, depth, connections, metacognition and self-regulation.

Consequences for non-completion

Home learning is not only essential for the extension and development of the in-school curriculum so that students know more and remember more, but it is also essential for habit forming in advance of an expectation for greater independence in learning at key stage four, five and beyond.

Students are expected to complete their home learning unless there is a clear and justifiable reason given in advance of submission to their teacher. The teacher will ultimately determine what the definition of a clear and justifiable reason is in each situation. Failure to complete homework will follow the pathway of consequences outlined below:

1. Students will be given a period of grace to complete missed homework, typically one day.
2. Missed homework logged on ClassCharts by the teacher with one behaviour point added. Parents and carers will be able to see this communication. This will then present staff with two options:
 - A. Students to be invited to an after-school catch up sessions in departments
 - B. Students will be invited to an after-school central catch up session. These will be held twice per week. Heads of Department or Key Stage will be responsible for providing the homework that needs to be completed.
3. Failure to attend department or central catch up will be logged with an additional one behaviour point added.
4. After five incidences of missed homework are logged, an automatic letter will be sent to parents. This will be done each time five homeworks are missed.