

HOMESTUDY POLICY

(Reviewed and amended June 2017)

Introduction

Home study plays a vital role in consolidating and extending learning, raising standards of achievement and is fundamental to both success as a student and in adult life. At Trinity home study is an integral part of the curriculum, planned and prepared alongside schemes of work. The aim of this policy is to state our approach to home study, emphasising its importance in the curriculum, and to outline our expectations of students, teachers and families.

The Purpose of Home Study

Home study:

- ❖ Encourages regular study habits, perseverance and self discipline for lifelong learning.
- ❖ Provides opportunities for students to consolidate and reinforce skills, knowledge and understanding acquired in lessons.
- ❖ Enables students to extend and enhance their learning in a subject or topic.
- ❖ Allows students to develop independent learning skills encouraging ownership and responsibility for learning.
- ❖ Is an important strategy for encouraging motivation, creativity and initiative.
- ❖ Can open up the curriculum, exploiting materials and resources not always available in the classroom.
- ❖ Provides feedback in the evaluation of teaching.
- ❖ Fosters a partnership between home and school by providing parents with an opportunity to support their child's learning.

The nature of Home Study

Good home study will involve a variety of activities or tasks consolidating and developing knowledge and understanding as well as subject specific and generic skills designed to support subject progression or learning in a wider sense. Finishing tasks from class work will generally be avoided. In the main activities will be designed to allow for creativity and some choice in terms of how students can present their work. Home study does not have to be a solitary activity. Cooperative research assignments, for example, may be set in part to build and promote collaborative and social skills.

Home study will include the following:

- Independent learning
- Consolidating and extending understanding, knowledge and skills from class
- Extended writing
- Simple experiments
- Reading books, magazines, journals, newspapers, other articles etc
- Research work, fact finding, gathering information, gathering or analysing sources, evaluating evidence, forming judgements
- Interviewing
- Evaluating learning

Extended Projects/ structured tasks within extended projects
Designing
Making models
Practising a particular skill
Listening to/watching a particular relevant broadcast or film
Revision
Forward planning, preparation for future lessons

The setting of Home Study

- ❖ The nature and frequency of home study will vary according to the subject and year group. It is not appropriate therefore to adopt a 'one size fits all' approach – the schedule for home study in year 7 is different to that in year 10.
- ❖ Although the amount of time spent on home study each night can vary the expectation is that students will spend the following time on home study each evening:

Year 7 – 1-1.5 hours of home study per evening (30-45 minutes per subject). Students will be set two homeworks per week in English (a reading and a writing homework of 30mins each) and a weekly homework in Maths Science and MFL. All other subjects set home study on a fortnightly basis.

Years 8-9 – 1.5 hours per evening (45 minutes per subject). English and Maths set home study twice per week. Science sets home study once per week in year 8 and twice per week in year 9. All other subjects set home study each week with the exception of History and Geography where one humanities home study is set once a week.

Years 10-11 – 2 hours per evening (1 hour per subject). Home study is set each lesson in all subjects.

Years 12-13 – 3.5 hours per evening. 2-3 hours per subject.

Principles and Procedures

- ❖ Best practice is for home study to be set at the beginning of a lesson so that it is given the priority that it needs. This also helps to focus students and plan how they might go about the work in light of the lesson.
- ❖ Students must understand the purpose of the home study activities. It should be clear to students how their home study consolidates and extends the work they are doing in school.
- ❖ The level of difficulty of home study must take account of students' needs and abilities. The home study should challenge students but not be so difficult that it is beyond the capabilities of students. Home study must therefore be clearly differentiated – extending all but providing increased challenge for the most able and support for those who need it.
- ❖ Students must be aware of the standard of work expected – the success criteria for home study must be clear to all students. Home study must be clear in terms of i) what is expected of each student ii) when it is to be completed iii) where it is to be done (which book etc).
- ❖ Teachers must ensure that students fully record home study in their journals. Sufficient time and assistance should be given to the less able in order that they may record their home study. Teachers must check that students have recorded home study in journals prior to students leaving the lesson. If no home study has been set this must be clearly recorded in journals so that parents are advised.

- ❖ Assignments and/ or projects set as home study must have clear guidelines and a submission date. These activities may last 3/4 weeks (i) gathering ideas (ii) sorting ideas (iii) expressing ideas. Students will be asked to present their ideas / work in the interim.
- ❖ Where students are working on an extended assignment / controlled assessments as part of an ongoing home study the progress of the work must be regularly monitored and reviewed and a record maintained of student progress.
- ❖ A learning home study must be tested, in an appropriate way, soon after it has been set.
- ❖ It is unacceptable for students not to submit home study by the deadline. Sanctions for the non completion of home study are outlined as below.
- ❖ Students submitting poor quality home study will be required to re - do the home study.
- ❖ Home study must be assessed in accordance with the School Assessment Policy.
- ❖ At KS5 there is an increasing emphasis on independent study outside of lessons. Class teachers will advise students on the nature and types of independent work to support study in the sixth form and the time that should be allocated to such work. As part of this work students are expected to regularly review past work and engage in wider reading.

Assessment and marking of home study

- ❖ Home study must be marked and returned to students within two weeks of the submission date.
- ❖ All teachers must mark home study in accordance with the school's Assessment, Recording and Reporting Policy and use the common marking symbols to support the development of literacy skills.
- ❖ Assessment and marking should provide teachers with feedback on how well students have understood the current work and so help to plan future lessons and or individual support that might be needed.
- ❖ Teachers must encourage students to improve home study and act on advice given through marking or oral feedback. This may take various forms, for example completing corrections, redrafting essays in light of teacher comments etc. Time should be provided to allow students to respond appropriately to feedback.

For particular key stages:

At all key stages home study is marked in accordance with the ARR Policy. Diagnostic comments are primarily used in marking but:

At KS4

- ❖ Where appropriate work can be given a grade/ level using the exam board criteria for that subject – students should understand the criteria for each grade.
- ❖ Test marks which may be recorded as percentages and an equivalent grade / level given, or Home study may be logged, formative comments made within a staff class journal, as discussed above, where a grade as such would not be appropriate.

At KS5

- ❖ A cover sheet must be completed by the student and attached to the front of the home study. All sections should be completed fully for that piece of work.
- ❖ Teachers must challenge all work that is below target grade as well as insufficient time spent on independent study etc.
- ❖ Where appropriate work can be given a grade using the exam board criteria for that subject – students should understand the criteria for each grade.

Support for home study

The school issues advice for families on how they can support the learning of their children. In addition the following forms of support are available to students:

- ❖ Many departments, including SEN, provide workshops at lunchtime or after school to support students in their learning.
- ❖ Students having difficulty with home study are advised to speak with their teachers – support will always be provided.
- ❖ The school library and IT rooms provide facilities and resources to support student learning.
- ❖ Support for the development of study skills is built into the curriculum provision especially in year 7.
- ❖ The school's VLE is an excellent source of materials/ resources and references to support students in their home study.
- ❖ After school home study workshops are provided at KS3 and KS4 to support students to develop disciplined study habits and to complete home study.

Sanctions

- ❖ The school places great value on home study and it is important to emphasise to both parents and students that learning in any subject can be significantly enhanced by undertaking work outside of school. The key to this process is a shared understanding of the benefits of home study tasks.
- ❖ Sanctions for not completing and/or submitting homework or homework of an unsatisfactory standard are outlined in the school's Behaviour Policy.

Responsibilities

The role of the student

- ❖ To listen to home study instructions in class and to ensure understanding of what needs to be done before leaving the class.
- ❖ To ensure that they have clearly understood the task/ activity set, recorded it in their journal and respond fully – giving sufficient time (at least 45 minutes at KS3 and one hour at KS4 per subject) to ensure a high quality response.
- ❖ To ensure that home study is completed and handed in to meet the deadline.
- ❖ To attempt all work and give their best. (Students must follow the school's requirements outlined in the students' checklist in all student books).
- ❖ To meet the class teacher for support in advance of the deadline should there be any difficulty with home study.
- ❖ To act on the advice given to them through the teacher comments – these may be signposted using EBI (Even Better If...) – by making a response to those areas highlighted and thereby engaging in a positive and ongoing learning dialogue with the teacher.
- ❖ To submit work on time, adequately attending to interim draft and final deadlines without exception.
- ❖ To follow deadlines for large assignments to ensure adequate progress and so maximise potential.
- ❖ To catch up on all class work and home study when absent.

The role of the parents

The role of the parent is crucial if a child is to gain success from home study.

Parents can assist by:

- ❖ Providing a table, chair and a quiet place to work.
- ❖ Ensuring that there is a golden hour when home study is completed without the distractions of phones, TV etc.
- ❖ Checking the time spent on individual tasks.
- ❖ Ensuring that outside activities/ clubs whilst important do not hamper a child's quality of work and put the child under undue pressure.
- ❖ Checking the presentation and where possible the content of all home study.
- ❖ Signing the journal each week.
- ❖ Let the school know if there are any problems with home study that cannot be resolved. Perhaps the child seems to be doing too much, or not enough, or is finding it too easy or difficult. Help can be sought by contacting the Head of Year.

Role of Form Teachers

- ❖ To check that home study is being set and recorded in student journals.
- ❖ To check that the journal is signed weekly by the parents/ guardian.
- ❖ To note and respond to any comments written in journals by parents.

Role of Class Teacher

- ❖ To ensure that schemes of work are followed and meaningful home study activities are set to cater for the range of students needs.
- ❖ To set, assess and record home study activities in line with school and departmental policy.
- ❖ To explain clearly the reasons for the home study in terms of the learning objectives.
- ❖ To share the specific assessment criteria for the home study.
- ❖ To ensure that student progress on home study is monitored and recorded in line with school and departmental policy.
- ❖ To adhere to school and departmental policy with regard to students who either do not complete home study or produce home study of an unsatisfactory standard.
- ❖ To check journals before the end of lessons to ensure that home study details are fully recorded.
- ❖ Ensure that students who are absent from a lesson complete the home study activities set – time must be taken to get students up to date with work so that they do not feel left behind and so lose confidence.

Role of Heads of Department

- ❖ Heads of Department are to ensure that the principles and procedures outlined in this policy are understood and implemented consistently by all departmental staff.
- ❖ Specifically a Head of Department should:
- ❖ Ensure that all schemes of work are reviewed and evaluated on an annual basis ensuring that where the home study activity is specified that it meets the criteria within this policy. In particular home study must challenge students whilst at the same time being appropriate to the age, ability and circumstances of the students, taking into account special educational needs.
- ❖ Ensure that departmental members set and assess home study in line with school policy through teacher planner checks; work sampling and feedback from students.

- ❖ Ensure that all staff monitor and record student progress on home study activities in line with school and departmental policy.
- ❖ Ensure that there are effective and consistent procedures to deal with students who either do not complete home study or who complete home study to an unsatisfactory standard.
- ❖ Give time to the discussion and development of engaging home study activities through departmental meetings.
- ❖ Develop the subject virtual learning environment as a way of offering further support for students with their home study and developing the setting of creative home study tasks.
- ❖ To monitor and evaluate the home study policy within their subject area.

Role of KS Teaching and Learning Leaders

- ❖ To monitor the quality and effectiveness of home study in consolidating and extending learning across the curriculum at each KS.
- ❖ To develop classroom practice to enhance home study across the school.
- ❖ To support and advise departments in developing strategies and provision to ensure home study meets the needs of all students.
- ❖ To collate good examples of home study that showcase the quality of home study across the curriculum.
- ❖ To ensure that study and wider learning skills are embedded in the curriculum at each key stage to support students in home study.
- ❖ To implement quality assurance systems to ensure departmental compliance with this policy.
- ❖ In liaison with the Director of Studies and Sites to ensure structures and provision at each KS to support students in home study.

Role of Director of Studies

- ❖ To monitor and evaluate the effectiveness of this policy in supporting student learning, progression and achievement.
- ❖ To annually review the home study policy.
- ❖ To ensure robust quality assurance systems with regards this policy.
- ❖ To review and support staff training needs in respect of this policy.

Monitoring and evaluation

- ❖ SMT, T&L Leaders and Heads of Department will monitor home study through reviewing schemes of work / lesson plans, teacher planners, journal checks and auditing student work.
- ❖ On an annual basis parents will be surveyed for their views through the school Parental Questionnaire.
- ❖ The views of students will be sought through the School Councils and through student questionnaires.
- ❖ The home study policy will be reviewed on an annual basis.