



Eskdale School

Home Learning Policy

Policy Status

Date of Policy Adoption by Governing Body: January 2006

Reviewed

January 2024

Next Review

August 2024

Signed (Chair of Governors):

A. Purpose of home learning

All Home Learning must have a clear educational purpose which helps students to make progress. Students should never be given home learning activities or tasks just for the sake of it.

Home learning should fulfil at least one of the following criteria:

- Preparation for the learning that will take place in the next lesson
- Research in preparation for the next lesson
- Applying the learning that has taken place in the lesson
- Extending the learning that has taken place in the lesson
- Consolidating and/or reinforcing the learning that has taken place in the lesson
- Enabling pupils to identify gaps in their knowledge and/or understanding, which can then be addressed in the next lesson
- Encouraging pupils to take responsibility for their own learning

Home learning should be set bearing the 5Rs in mind. Does the task set encourage and enable students to develop these skills?

- Resourceful learner
- Reflective learner
- Responsible learner
- Reasoning learner
- Resilient learner

B. Consultation

This policy was originally developed by taking into account the views of parents, students (through the school council) and teaching staff. It aims to balance the wishes expressed by some parents for their children to have regular home learning tasks with the concerns raised by other parents about the amount of home learning their children are expected to do. The policy also aims to balance the need for students to continue their learning at home with the valid concerns raised by students about how home learning can negatively impact the limited free time that many of them have. Many of our students have long journeys to and from school. Lots of them are also involved in activities outside of school, which are educational and time-consuming. There is general agreement that limited amounts of home learning are clearly beneficial, but the tasks set need to be manageable and not overwhelming. Eskdale School prides itself on knowing its students, understanding their concerns and putting their well-being at the centre of everything we do. This approach to education has also informed our approach to home learning.

C. Guidance on the setting of home learning

- All home learning must have a clear purpose and clearly defined success criteria. It is essential that both students and parents can easily understand what is expected from any particular piece of home learning.
- Home learning must be accessible and set at a level which students can complete on their own without the need to ask a parent for help or support. The school

does, however, encourage all parents to participate in their child's home learning and we do encourage students to share their learning with their parents.

- Individual home learning tasks should not take a student longer than 30 minutes to complete for Key Stage 3 and 1 hour for Key Stage 4.
- Parents who are concerned that their child is spending more than this amount of time on home learning, should feel confident that they can tell their child that they have done enough. Parents are welcome to share their concern with the teacher via the student's planner or via the post@eskdale-school.co.uk email address.
- Students may be expected to complete very short, simple tasks (no longer than 10 minutes) for the next day, but should normally be given at least two days to complete tasks. Students should have a week to complete longer, more complex tasks.
- All home learning should be recorded by students where requested by their teacher or home learning clearly identified on Google classroom, for example. Teachers should ensure that all students have thoroughly understood the task that has been set and that it has been recorded in a way which both students and parents can clearly see what is expected. Home learning does not have to (and should not always) entail providing a written response to a task. Teachers should be creative in setting home learning tasks (e.g. the use of interactive learning websites; thinking tasks; reading; watching a short video clip or physical activity).
- If students are expected to hand in a piece of written work or a tangible end product as part of their home learning, then this piece of work must be marked and feedback provided promptly (in line with the school's feedback policy). Parents should be able to see that the home learning task has been marked and that the student has received feedback. Teachers are encouraged to award positive behaviour points to students for home learning (preferably with a comment), so that parents can see that the effort shown by their child has been recognised.
- The school will provide opportunities for students to complete their home-learning at school (and receive support with it) should they need help with this. Students and parents are encouraged to discuss this support with the relevant form teacher, who will then liaise with colleagues to provide an opportunity for the student to complete their home learning at school. This may include through a homework club at the end of the school day or at lunchtime and/or help during registration to print off work or complete online tasks if they are unable to do this at home.

D. Monitoring of this policy

The school's senior leadership team (SLT) and middle leadership team (heads of faculty and heads of year) monitor the implementation of this policy using a variety of mechanisms. These include book looks and student voice.