

Bradfields Academy



**Home Learning
Policy**

2021

Contents

Contents..... Error! Bookmark not defined.

Home Learning at Bradfields Academy..... Error! Bookmark not defined.



This policy sets out to outline the purpose, format and procedures for the design, setting, assessment and monitoring of Home Learning across Bradfields Academy. The Home Learning policy has been further refined and developed following feedback from parents/carers and parental forum discussions.

Not all students will be able to engage with home learning due to their presenting needs and as such staff will ensure that a flexible personalised approach is used where needed.

Home learning is only set where it is purposeful and will positively impact on student learning as such not creating unnecessary burden on staff.

The benefits of Home Learning may include:

- consolidating and extending learning covered in class and/or preparing for new learning activities
- developing in students a sense of responsibility and ownership for their own learning
- additional learning time
- improved self-confidence and motivation
- increased ability to study independently
- furthering students ability and interest in reading
- parental engagement, co-operation and support
- further opportunities for home/academy dialogue
- an opportunity to rehearse key skills, such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts
- increased engagement in reading

Home Learning Timetable

This is decided by each subject department area in collaboration with the Vice Principals.

The completed timetable will be accessible by all staff via the Staff Shared area (x drive) and by parents/carers via the academy website. On a termly basis subject leaders will submit Home Learning themes and topics which will be available to parents/carers via the website.

Home Learning is expected to be completed over the course of a week, a fortnight or term so it can fit around family lifestyles and commitments. Other Home Learning [e.g. reading, multiplication tables and spellings] are proven to be better when completed in shorter daily sessions. Daily reading targets will be set as part of the 'Buster's Book Club Scheme'. Core subjects will set Home Learning on a daily/weekly basis and foundation subjects will be set once per fortnight or as a termly project.

Within the Primary stage, Home Learning is set and targeted according to age. It takes account of specific needs [for example: Year R will be set a reading book on a weekly basis and parent-child discussions may be set on a daily basis, however, for older students in KS1 the time allocation will increase, with daily reading/numeracy/literacy set on a weekly basis].

Types of Home Learning:

Home Learning at Bradfields Academy is designed to support students in further developing and extending their reading, English and maths knowledge and skills as appropriate to their stage and age. In addition, all students are encouraged to further develop their life skills through the completion of Life Skill challenges. These are to be completed at their own pace throughout the academic year and recorded in their student planners. Students in KS4 and the Sixth Form will also receive additional Home Learning from their option subjects when appropriate to their course of study.

Examples of types of Home Learning which may be set are :

- Consolidation of work in class
- Practice – learning by doing /showing to an adult
- Completion coursework assignments
- Research, reading or interviews
- Drawings
- Life Skills Challenges - such as practicing cooking skills or taking a trip to the supermarket
- Physical challenges to complete e.g. complete star jump exercises
- Reading
- Spellings
- Times Tables
- Telling the Time

The Role of the Student is to take the responsibility to:

- listen to Home Learning instructions
- copy down instructions for the task and deadline data into their student planners [assisted by Teachers/TAs where appropriate]
- Ensure that Home Learning is completed and handed in to their subject teacher to meet the deadlines or submitted electronically via the appropriate platform e.g. SeeSaw, Microsoft o365, etc
- attempt all learning tasks and give their best
- inform the class teacher of any difficulties

- highlight to the Student Curriculum Committee or Student Council any ideas they may have about Home Learning
- record reading and reading activity in planners for their weekly Busters Book Club

The Role of the Class/Subject Teacher is to:

- set Home Learning according to the agreed Home Learning timetable
- provide the stimulus (if using commercial resources these should be checked carefully for their quality and appropriateness)
- give full and comprehensive instructions – explaining ‘when, what and how’ the work is to be done so that each student clearly understands
- set start dates and deadlines for completed work and ensure that they are met
- mark and return all home learning promptly, giving constructive feedback
- provide help and support when required/requested
- keep a record of Home Learning tasks as part of a lesson plan and make the record available to Subject Leaders and Engagement Support Leaders, as required
- inform their Subject Leaders, the Tutor, Engagement Support Leaders, as appropriate where/when any problems may arise

The Role of the Student Leader is to:

- ensure Home Learning within their subject department is carefully planned and integrated into schemes of work
- constantly review and when appropriate, enhance the quality of Home Learning set
- provide their staff support when needed
- monitor and evaluate Home Learning standards within their curriculum area through sampling of Home Learning records, completed Home Learning and talking to students and staff
- provide a sample of Home Learning to the Vice Principals, when requested

The Role of the Form Tutor is to:

- ensure their students have their planners with them each day and take them to class

- check student planners regularly to check home learning is being set and recorded or to respond to messages from parents and carers
- ensure subject class teachers/Subject Leaders/ Engagement Support Leaders are informed of any messages/feedback from parents/carers
- support students in their tutor group in developing positive BATL
- record weekly Buster's Book Club results by the deadline

The Role of the Vice Principals, Assistant Principals and Associate principals is to:

- support Subject Leaders and Engagement Support Leaders with any Home Learning issues if/as they arise
- develop classroom practice to enhance Home Learning across the academy
- review examples of Home Learning and talk to students/staff according to the agreed monitoring programme using Home Learning monitoring criteria
- monitor and evaluate the Home Learning policy
- report on Home Learning as part of the English, maths and PSHCE department reviews
- Should we add in the role of the Subject Leader...ie. Monitoring home learning set as part of Subject Leader Monitoring weeks, reporting in their department reviews as appropriate e.g. for maths, English and Life Skills. Also reference that It is the role of the Subject Leader to monitor home learning as part of ongoing scrutiny and quality assurance measures.

The Role of Parents & Carers:

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home setting and Bradfields. We recognise that all students need leisure time and hope that our policy reflects a balance so students can extend and consolidate their learning with parental support while still allowing 'down time'.

Parents & Carers can assist by:

- providing a table, chair, appropriate writing equipment and a quiet place to work
- establishing with their child[ren] when Home Learning is to be done and ensuring that there is also a balance with the important opportunity for 'down time' too
- giving their child[ren] positive praise for the completion of their Home Learning
- monitoring the time spent on individual tasks

- ensuring that outside clubs do not hamper their child[ren]'s quality of work and put a them under undue pressure
- checking presentation and content of all Home Learning being returned to the academy
- providing the academy with feedback/information about successes/problems through the student planner or by contacting the teacher directly

Bradfields Academy will support parents/carers by ensuring they are informed on of the themes or topics of Home Learning. The academy will provide opportunities to parents/carers to attend support workshops led for the core subjects; and, will provide written guidance and support to enable parents/carers to support their child[ren] with their Home Learning.

Incentives for completion of Home Learning include:

- high quality Home Learning and a good work ethos should be sensitively praised in class
- Home learning should be included [where appropriate] in display work
- Merits and rewards for achievement and sustained effort should be awarded for good Home Learning
- exceptional pieces of Home Learning being acknowledged by a subject department letter and/or postcard being sent home
- reference being made in Community Achievement Assemblies
- the Engagement Support Leaders making special reference to the achievement in the bi-termly Subject Awards Assemblies

Incomplete Home Learning, what happens?

When Home Learning is not completed, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then the following could be used to encourage completion of Home Learning:

- Class teacher: discussion with the student, informing parents/carers via student planners, detentions may be set depending on the circumstances and the individual.
- Subject Leader: discussion and negotiation with referred student, informing parents/carers by the student planner. Letter to parents/carers and detention if necessary.

- Tutor: through weekly monitoring of student planners, identifying students with home learning problems across several curriculum areas and refer to Engagement Support Leaders.
- Engagement Support Leaders: discussion with the student, use of sanction or support where appropriate.
- Students can be referred to the Associate Assistant Principals and Assistant Principals in the case of persistent issues. For some students Home Learning may not be appropriate but this will be decided in conjunction with the parents/carers. All teachers will be informed if this is the case; alternative arrangements may then be made.

Monitoring arrangements

This policy will be reviewed on a three year basis or sooner if a significant change is required. At every review, it will be approved by SLT and the Board of Trustees.

Links with other policies

This policy is linked to the following policies which are either Trust policies or the individual policies of the Trust's constituent members.

- Remote Learning Policy
- ICT and Internet Acceptable Use Policy
- E-Safety Policy
- Social Media Policy