



HOME LEARNING POLICY

Rationale

Home learning is work that is set to be done outside the taught curriculum. It contains an element of independent study as it is not directly supervised by a teacher. Home Learning can be completed within school, for example, in the Learning Resource Centre when tasks require books, software or equipment not found readily at home. Home learning enhances in school learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum.

Aims

The School's aims in setting home learning are:

- To help students develop good work habits: independent study skills, time-keeping and resilience
- To help students to become self-disciplined and self-motivated towards study
- To enable students to practise and reinforce skills learned in the classroom
- To consolidate and extend learning begun in class
- To enrich study by making greater use of material and sources of information that may not have been available in the classroom
- To involve parents and carers in the management of students learning and keeping them informed about the work students are doing
- To allow the teacher to monitor the progress being made by a student and to act on findings

A good, well-managed home learning programme helps children to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.

The types of work set for home learning

Evidence suggests that short, frequent home learning closely monitored by teachers has greatest impact (Hattie). There are three valid types of homework which have some positive impact (Rosário et al., 2015):

- Practice
- Preparation
- Extension

According to Vatterott (2009), the most impactful home learning tasks are ones that focus on practice, checking for understanding, or applying the knowledge or skills students have learned in their lesson.

Examples of home learning task that are likely to have greater impact are:

- Low stakes diagnostic testing
- Summarising notes
- Creating knowledge organisers to recast classroom materials
- Guided research
- Exam question practice
- Guided revision etc

Key Stage 3 Home Learning

Students will receive an average of 1 hour of home learning per evening. Over the two-week cycle this will consist of two hours of Maths and English, one hour from Science and MFL, and approximately half an hour from all other subjects. In order to make the most of regular practice, tasks are unlikely to be set in hourly tasks, instead broken into numerous shorter activities.

Key Stage 4 Home Learning

Students will receive an average of 2 hours of home learning per evening. Over the two-week cycle this will consist of four hours of Maths, English and Science, and a further two hours from each of their other subjects. In order to make the most of regular practice, tasks are unlikely to be set in hourly tasks, instead broken into numerous shorter activities.

Post 16

Homework tasks will take many forms in preparation for the public examination courses in Years 12 and 13; these will include: writing-up of class notes; extension of class notes; extended reading; comprehension questions; presentations; revision, writing of timed examination questions. Homework will be expected to be completed at home and at school during private study periods.

For each subject studied, a minimum of 9 hours per fortnight of home learning will be set. This can and should include further reading, research and preparation to support classroom study to lesson 10 assessments. A least one assessed piece of work should occur per fortnight until the lesson 10 assessment begins.

How can parents and carers help?

We ask that parents and carers support us by seeing that home learning is done conscientiously and in the best possible conditions. Parents and carers should try to provide a reasonably peaceful, suitable place in which their children can carry out their home learning or help them to attend other places where homework can be undertaken, such as home learning clubs or libraries. We also hope that parents and carers make it clear to students that they value home learning and support the school in explaining how it can help them make progress at school. Using the parent App from SMHK is an excellent way to support your child in planning their home learning schedule.

When home learning is not done

There may be times when an unforeseen event makes the completion of home learning difficult or impossible. A note in these circumstances would be appreciated so that staff can assist the student with his/her work. Regular commitments out of school are not an excuse for non-completion of work as students must organise their time to take account of these.

After school detentions are organised by departments, so that missed work can be made up. We are grateful for parental support in these instances.

Monitoring and evaluation of the Home Learning Policy

Home learning will be monitored by teachers, heads of departments and senior leader line managers and the Policy reviewed every two years. Student voice and home learning scrutiny will occur regularly. The purpose of the reviews will be to get an overview of the range and quality of home learning set, to monitor and report on home learning set for a year group and to investigate on how students are coping. Student, Parent and staff views will also form part of the review. The key criterion will be how home learning is contributing to the progress students make at school and their attitude to learning. These reviews will then form the basis of an action plan at the end of the academic year.

Home learning will also be monitored by Heads of Department to ensure that all students are being set appropriate and regular tasks with effective feedback. This forms part of a department's quality assurance protocol.

Approved by Local Governing Body	Summer 2026
Due for review	Summer 2028
SLT Member	Ms C Christie