# Home Learning Policy

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## Rational

Home learning is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement as well as developing creative learners.

Home learning enhances student learning, improves achievement, and develops students' study skills and as such is an integral part to support the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

## The Purpose of Home Learning

At Foxford School home learning will be used:

- To improve student digital literacy and creative learning skills.
- To encourage students to develop the skills needed for independent learning.
- To develop self-discipline in work habits including working to deadlines.
- To consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom.
- To enable classwork to concentrate on those activities requiring teachers' direct instruction, support, or guidance.
- To open areas of study or sources of information that are not accessible in the classroom.
- To enable students to meet the demands of all coursework assignments.
- To prepare students for school and public examinations.
- To encourage parents/carers to be involved in students' learning.

## Effective home learning

Research informs us that effective home learning tasks have the following core elements:

1. Planned and focused activities that are related to current learning or revisit previous learning.
2. Tasks are set with a clear purpose accompanied by directed and timely feedback.
3. Set with the intention of improvement students' performance.
4. Varied tasks with different levels of challenge.
5. Provide guidance which supports student to complete and challenges students to aim higher.

## Expectations

We expect our **students** to:

- Complete home learning to the best of their ability within the deadlines set.
- Be creative, and challenge themselves, when completing home learning.
- Be proactive, and seek support, if they find the home learning challenging.

We expect our **staff** to:

- Set home learning via Firefly or the relevant Sparx platform — Sparx Maths, Sparx Reader or Sparx Science — ensuring tasks are accessible for all and sufficiently differentiated to allow each student to stretch and challenge themselves.
- Set home learning that is relevant to and maximises each student's learning.
- Set home learning in line with the school's home learning timetable.
- Provide effective support and guidance to students to enable them to complete home learning to the best of their ability.

- Support students to complete home learning and contact home and issue sanctions such as detentions for non-completion where appropriate. This will be passed to the faculty/subject leaders and/or year leaders in cases of persistent non-completion.

We expect our **parents** to:

- To play an active role in their child's home learning by encouraging and supporting them.
- Contact the appropriate member of staff if there are any concerns over home learning.
- Parents will be asked to sign a home school agreement.

## Home learning activities

Whenever possible students should be given home learning which is appropriate to their needs, this is to include stretch and challenge as well as accessibility.

Home learning should be linked to current study programmes and be seen as useful and relevant to the work being done in class or the skills required for their examinations.

Possible home learning tasks could include:

- Reflective tasks such as highlighting new learning from a lesson, or summarising key learning points from a lesson.
- Research tasks such as finding out information for completing specific projects or preparing background information for upcoming topics.
- Extended writing such as essay writing, giving opinions about topics covered during lessons.
- Listening to musical extracts to broaden musical experiences which are evaluated in a listening log.
- Videos of music, dance and drama performances to develop understanding of texts/set works which can be evaluated.
- Presentation tasks such as preparing speeches for speaking and listening assessments or producing blogs or website pages.
- Memorising tasks such as language vocabulary or formulae.
- Background reading tasks, such as poetry, to develop a student's breadth of knowledge.
- Exam style questions to improve a student's exam technique.
- Written tasks such as writing a glossary of newly learnt terminology.
- Feedback tasks such as teaching parents and carers about what they have learnt throughout the day.
- Quizzes and short tests to support the recall of key knowledge?
- Extension activities through school-based apps such as GCSEPod

## Flipped learning

Flipped Learning switches around the traditional order of teaching with the purpose of creating a more in depth and supportive environment in the classroom when the teacher is present and able to help students. It allows for students to receive a more individualised education where my actual face-to-face time with them is being used effectively.

In a flipped learning scenario, a typical week might look like this:

**Home learning:** In a maths classroom, the new learning is taken out of the classroom and presented to the students through media content. For home learning, students will view a video on the new content to probe their thinking and spark interest, practice examples, summarize, and question what they don't understand.

**Classwork:** Then in class the next day, in place of the new learning, students spend a specified amount of time responding to each other's summaries and questions. The remainder of class time is spent in differentiated small groups to deepen understanding of content by providing further review by using hands-on activities or slowing down the lesson to meet the needs of struggling students through intervention. In this way the teacher is able to make the best use of my face-to-face time with students.

## Frequency and duration of home learning tasks

We recognise that the amount of time spent by students doing home learning will vary considerably from one individual to another. It is not realistic to set prescribed limits as much depends on the age and progress of an individual class or student. However, as a broad guideline we expect the amount of time most students spend doing home learning to increase gradually from Year 7 onwards as illustrated below:

| Year | Core subjects | All other subjects |
|---|---|---|
| 7 | 30 minutes per week | 30 minutes per fortnight |
| 8 | 30 minutes per week | 30 minutes per fortnight |
| 9 | 45 minutes per week | 45 minutes per week |
| KS4 | 60 minutes per week | 60 minutes per week |
| KS5 | | 4 hours per week per subject |

The amount of time a student in Year 10, 11, 12 or 13 spends may, on some occasions, go beyond this range depending upon GCSE/BTEC/A-Level coursework and revision for units or examinations.

## Setting and recording home learning activities

All home learning tasks will be set on Foxford's Firefly site or through the relevant Sparx platform: Sparx Maths, Sparx Reader or Sparx Science.

There are a range of online learning platforms that students have access to. All students should be using Firefly. All KS3 students are shown how to use Firefly as part of their ICT lessons.

KS4 and 5 students are given opportunities in their tutor program to access Firefly. Students will also have access to a Firefly help guide on the school's website.

## Parent ICT Guidance

Ensure that students are always logging into the correct service, they must always first go to the Foxford Portal. Google "Foxford Portal" and then they access the page it would be helpful to bookmark it!

Do not use a VPN. Our services are all locked to our geographical location, and so if it appears you are trying to access services from overseas, you will be blocked.

Firefly Login (you must use the link form the Foxford Portal and not Google Firefly, as you will likely find a link to a different school and it will not work).

Firefly phone App (horrid App, and we would always recommend the website where possible), will need the school code to operate. The school code is: FOXFORD

**General information regarding support:**

If issues regarding parent access (Arbor/Firefly) this type of query would best be handled by going through reception first foxfordreception@castlephoenixtrust.org.uk, reception will escalate to IT support if the issues still exists.

## Additional support for students

Not all home learning is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school. At Foxford School faculties will provide access to these resources for each year group.

Teachers should consider pupils' individual needs when setting home learning, including SEND, disadvantaged pupils, pupils with limited access to technology or a suitable study space, and pupils who may require reasonable adjustments. Where barriers are identified, staff should provide appropriate support, adaptation or alternative access so that home learning remains purposeful and achievable.

**Student Apps**

**Sparx platforms:** Sparx Maths, Sparx Reader and Sparx Science provide structured home learning to support students' learning beyond the classroom. Tasks are set by teachers and are designed to consolidate knowledge, build fluency, support retrieval and help students develop independent learning habits. Students will be shown how to access and use the relevant platforms in school, and support will be available where students have difficulty logging in or completing tasks.

**GCSE pod**: provides a breadth of revision materials across a broad range of subjects. Specific work will be set by teachers and students can also create their own revision playlists. Students will be taken through the logging on process at school and set their own usernames and passwords. We can reset any lost/ forgotten passwords.

A range of other online learning opportunities will be used during the year with subject teacher supporting students with access.

## Monitoring home learning completion

**Praise**

High quality home learning and a good work ethos should be sensitively praised in class. Where appropriate, home learning - could be included in display work. Rewards can be assigned via Arbor. For achievement and sustained effort may be awarded for good home learning. For exceptional pieces of home learning, a faculty letter or postcard may also be sent home.

**Sanctions**

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 sanctions should be used:

**Missed Deadline 1:** Teacher to discuss with student. New deadline given, which is at the teachers' discretion (24hrs or next lesson).

**Missed Deadline 2:** Catch-up detention with the class teacher and contact home (Logged on Arbor).

**Missed Deadline 3:** Faculty detention will be set for the subject. If persistent across subjects Year Leaders can set the detention (30 – 60 mins).

**Missed Deadline 4:** Year Lead intervention (discusses and negotiates with student, applies sanction or support where appropriate.)

Weekly engagement reports are collated and actioned by the faculty and year leads to identify key students who need additional interventions or parental contact.

Department and Faculty leads will be given rights on firefly to monitor the setting and completion of colleagues in their areas.