



21 October 2021

Dear Parents/Carers

We have recently conducted a review of home learning within the school, resulting in us making some amendments to our policy. Home learning plays an integral part in students' education. It allows consolidation of knowledge, retrieval practice which benefits long term memory, development of exam practice, opportunities to extend learning and the development of independent study routines which are key to success at GCSE, A-Level and beyond. However, we also recognise that having a work-life balance is also important for students in terms of their wellbeing, and that many students are involved in clubs and activities after school and at weekends.

Research studies by the Education Endowment Foundation indicates that students who regularly complete home learning show six months accelerated progress compared to their peers, but that the quality of the task is more important than the quantity of work.

As a result, we have adapted our Home Learning Policy from October half term, with the following information guiding staff in setting appropriate levels of home learning to support the curriculum, whilst also being proportionate. However, we only expect home learning to be set if it serves a meaningful curriculum purpose and, therefore, there may be occasional deviations from this guidance. Some aspects of home learning will be a standing weekly expectation, rather than repetitively being set.

Year 7 and Year 8

Purpose of home learning: Secure and consolidate foundational concepts; promote fundamental literacy and numeracy skills and their fluent use; establish a routine of independent study and its importance; allow assessment of understanding by teaching staff to inform future lessons.				
A standing expectation of ongoing engagement with reading and TT rockstars:				
Monday: 20 mins of independent or supported reading.	Tuesday: 20 mins of independent TT rockstars.	Wednesday: 20 mins of independent or supported reading.	Thursday: 20 mins of independent TT rockstars.	Friday: 20 mins of independent or supported reading.
Additionally, 20 minutes of home learning also set by the following subjects: English – Weekly Maths – Weekly Science – Weekly MFL – Fortnightly History – Fortnightly Geography – Fortnightly. Literacy and Communications – Fortnightly Other subjects – Less frequent but set when appropriate to support the curriculum.				
Estimated weekly home learning – 4 hours.				





Year 9

Purpose of home learning: Embed a routine of independent study and its importance as GCSE subjects begin; consolidate and extend learning; promote retrieval practice; completion of coursework assessments in early option subject; allow assessment of understanding by teaching staff to inform future lessons.

A standing expectation that students undertake independent reading three times per week.

Additionally, 30 minutes of home learning also set by the following subjects:

English – Weekly

Maths – Weekly

Science – Weekly (each teacher setting fortnightly)

MFL – Fortnightly

History – Fortnightly

Geography – Fortnightly.

Art – Fortnightly

Performance – Fortnightly

Design Technology - Fortnightly

KS4 option A - Fortnightly

Estimated weekly home learning – 5 hours

Years 10-11

Purpose of home learning: Broaden and consolidate subject knowledge; promote knowledge retrieval and retention; develop examination technique and revision skills; extend learning; complete coursework; allow assessment of understanding by teaching staff to inform future lessons.

A standing expectation of independent study and on-going revision e.g. using GCSE Pod – 60 minutes per week.

Additionally, 30 – 40 minutes of home learning also set by the following subjects:

Maths– Weekly

Science – Weekly (each teacher setting fortnightly)

English Language – Fortnightly

English Literature - Fortnightly

KS4 option A – Fortnightly

KS4 option B – Fortnightly

KS4 option C – Fortnightly

KS4 option D - Fortnightly

Estimated weekly home learning – 5 - 6 hours



Years 12-13

Purpose of home learning: Broaden and consolidate subject knowledge; promote knowledge retrieval and retention; develop examination technique and revision skills; extend learning; complete coursework; allow assessment of understanding by teaching staff to inform future lessons.

A standing expectation of independent study and on-going revision within independent study periods. This should equate to two hours per subject, per week.

Additionally, 45-60 minutes of home learning set by each teacher in each subject, including EPQ.

Estimated weekly home learning – 6-7 hours

Graduated support and sanctions

Home learning serves a really important purpose and therefore we have carefully mapped it out within subjects to run alongside the taught curriculum, as part of the overall learning experience a student receives. We would ask for your support in helping your child to establish these routines, in monitoring Class Charts for home learning tasks and ensuring their completion, and in helping them to see the value in home learning and independent study.

Where Year 7-11 students do not meet our expectations for the submission of home learning, we have introduced a graduated response which is designed to provide additional support for students before further sanctions become necessary. When students do not submit home learning by the deadline, students will be issued a negative comment on Arbor. If a student misses five home learning pieces within a four-week period across any subject, this will result in an automated e-mail to parents/carers, advising you that they have reached this threshold.

Reaching this threshold will result in students being booked in to four weeks of compulsory after school supported study (one session per week), led by Phase Leaders within school. These sessions will be used to support students in catching up and completing the missed work. Should students fail to attend these sessions and accept the support being offered, then this will escalate to after school detentions within our behaviour system, with a detention for each missed study support session. It will also result in the loss of eligibility for the student to attend our rewards trip.

Sixth Form students have a separate graduated response, which they have been informed of.

If you require any further information, please contact the Phase Leader for your child’s year group (Mr Sutton, Miss Drew, Mr Barratt or Miss Cowlard) through the main school switchboard.

Yours sincerely

Mr J Hudson
Deputy Principal

