

# WOLFRETON SCHOOL and SIXTH FORM COLLEGE

## Policy Document Homework and Learning Beyond the Classroom

<b>Reviewed and Updated July 2019</b>	
Gavin Clark – AHT Teaching and Learning	
In consultation with Leadership Team and T+L Innovation Group	
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### 1. Introduction:

At Wolfreton School

*'We aim to enable every young person to fulfil their academic potential, providing the foundations for them to excel in all that they do and to leave prepared to achieve all their ambitions.'*

We believe that Homework and Learning Beyond the Classroom is important in helping to secure the above by helping to develop resilient independent learners who have the right skills to enable them to succeed in all key stages and beyond. Homework refers to the range of activities teachers set students to support classroom learning. Learning Beyond the Classroom refers both to the specific booklets of the same name which Key Stage 3 students receive and to the independent learning opportunities and revision tools available to all students. Learning Beyond the Classroom booklets provide students with the opportunity to develop independence, to work collaboratively with peers and parents and to immerse themselves in broad aspects of each subject area.

### 2. Aims of the policy:

In conjunction with both the Teaching and Learning policy and the Feedback Policy, this document aims to outline expectations of students, parents and staff regarding the setting, completion and monitoring of activities which constitute Homework and Learning Beyond the Classroom.

### 3. Rationale

Homework is an important part of learning at Wolfreton. It should be planned to:

- Promote independent learning and develop independent learning skills
- Encourage good learning habits to support achievement in all key stages and beyond
- Improve motivation and confidence
- Consolidate what has been learned in class
- Extend learning and contribute to raising levels of achievement
- Give parents / carers opportunities to support and share in their child's learning

#### 4. Expectations:

- (i) Homework should be set regularly but always when it is of value and in turn its value should be reflected in the effort students put in to completing it and in the feedback provided by staff. Professional judgment should be used in setting the type and size of the homework task, but colleagues should follow the guidance below:

<b>Year 7/8 Homework</b>	
<b>Once per week</b>	<b>English</b>
	<b>Maths</b>
	<b>Science</b>
<b>Once every two weeks</b>	<b>Languages</b>
	<b>History</b>
	<b>Geography</b>
<b>Once every three weeks</b>	<b>Art</b>
	<b>Drama</b>
	<b>Music</b>
	<b>Computing</b>
	<b>Technology</b>
	<b>RE?</b>
<b>+ 1 hour reading for Accelerated Reader</b>	
<b>Learning Beyond The Classroom booklet.</b>	

<b>Years 9/10/11 homework</b>	
<b>Once per week</b>	<b>English</b>
	<b>Maths</b>
	<b>Science</b>
	<b>Languages</b>
<b>Once every two weeks*</b>	<b>Option A</b>
	<b>Option B</b>
	<b>Option C</b>
	<b>Option D</b>
	<b>Option E</b>
	<b>Option F</b>
<b>Once every three weeks</b>	<b>RE</b>
	<b>Computing</b>
<b>Independent study / revision</b>	
<b>PIXL apps</b>	
<b>GCSEpod</b>	

**\* all options have 3 lessons per week in ONE of the years 9-11; in this year it may be appropriate for homework to be set weekly.**

- Staff should ensure students record homework in planners.
- Parents should check their child's planner for set homework and, as per the Positive Discipline policy, sign planners weekly.
- Staff should monitor the completion of homework and use rewards appropriately. House points should be given out to reward both effort and quality of the submitted homework and positive communication with parents – through planner or other forms – is always encouraged. Homework can be celebrated through display work and modelling to peers.
- Homework should always be given an effort grade of 1-5, 1 being the best.
- Other feedback should be provided in accordance with the nature of the task.
- Staff should record homework completion.
- A failure to produce homework should be met with appropriate sanction – a note in the planner and an expectation it will be submitted at the next available opportunity as per the Positive Discipline Policy. Staff should also communicate with parents if there is a concern over homework.

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#### \*Key Stage 5

Key Stage 5 students should expect at least as much hours of homework as the hours of lessons studied. In addition, students should receive sufficient challenging Independent Learning Session tasks to aid their progression and stretch their thinking. Combined, the work set for students should help develop their research skills, resilience and independence of study techniques to ensure they are successful at KS5 and also prepared for life beyond the Sixth Form.

#### (ii) **Learning Beyond the Classroom booklets**

We seek to encourage a greater sense of independence in our students and a curiosity for new learning which will create a thirst for new challenges and new experiences; to this end, LEARNING BEYOND THE CLASSROOM booklets are sent to all of our Year 7 and 8 families.

These booklets contain a range of learning opportunities organised by the different subjects that are intended to be completed independently and / or collaboratively with your support.

- These provide students in years 7-9 with opportunities to engage with a variety of different learning opportunities. They present students and parents the opportunity to work together as well as for students to work collaboratively with friends.
- Staff may wish to supplement their own homework setting with specific tasks from the booklet and certainly should encourage students' independent use of the booklet.
- Students should be rewarded for showing their completed tasks to teacher or tutor – a stamp on the appropriate planner page indicates the completion of the task; house-points should also be awarded.
- Both teachers and tutors should seek to celebrate submitted tasks.

#### **5. Types of homework / Learning Beyond the Classroom task:**

Types of homework students might be asked to carry out include:

- **Worksheets**
- **Extended writing**
- **Multiple choice questions**
- **GCSE questions**
- **Research**
- **Reading**
- **Note taking**

- **Production of revision materials e.g flashcards**
- **GCSEpod / flipped learning**
- **Planning**
- **Diagrams**

The Homework Handbook outlines a range of forms of homework including specific RWC activities for each subject area. Staff should also encourage students – particularly at KS4 and above – to make use of revision apps.

For those without access to the Internet, we have ICT facilities available in the Library at both lunchtime and after school.

## **6. Monitoring**

Faculty Leaders / Subject Leaders will monitor homework provision as part of learning walks, work scrutiny and student voice interviews.