

Maiden Erlegh Trust

HOME LEARNING/WORK PROVISION 2021/2024



MAIDEN ERLEGH
TRUST

MAIDEN ERLEGH SCHOOL

Good Practice Document

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Rationale

Maiden Erlegh Trust (MET) supports the concept of home learning also known as homework. Home learning refers to tasks given to learners by their teachers to be completed outside of timetabled lessons, including at school-based homework clubs or during Supervised Study periods of KS5 students where applicable.

According to the Education Endowment Foundation (EEF) the impact of homework can be an additional 2-8 months progress in [secondary learners](#). Although the impact at [primary](#) is less marked in terms of academic progress, there are additional benefits by developing good learning habits, especially at Key Stage 2, and securing the engagement of parents with their child's learning. It is always worth remembering that [reading for pleasure](#) can have an impact on learner attainment amongst many other social and emotional benefits, and can always be utilised as an opportunity for home learning.

Home learning is most effective when:

- learners utilise the work completed at home within the classroom environment, becoming an integral part of their lesson
- learners receive high quality feedback on the work completed.

This guidance should be considered together with the MET Teaching, Learning and Assessment Framework and the MET Equality policy.

Roles and Responsibilities

The Director of Standards and Continuous Improvement (DOSCI) has strategic oversight of the provision of home learning across MET. Within each of the schools there is a senior leader who has strategic oversight of the home learning provision within the school (**Annex 1**). Each subject leader within the school has operational responsibility for the home learning provided to each learner.

Provision

Classroom practice

Learners will be set home learning tasks relating to the planned curriculum and assessments. The guiding principles must always be that:

1. Learners see home learning as meaningful – they must understand the point it for them personally.
2. Home learning has a purpose in consolidating or advancing learning, the embedding of knowledge and skills into long-term memory and/or the application of knowledge and skills to increasingly complex tasks, problems and questions.
3. Learners receive feedback on their home learning and/or they are used in classroom learning.

Teachers will ensure there is sufficient time in lessons allocated to the home learning tasks and the clarification of expectations and deadlines. They will also ensure that instructions, resources and model responses etc are accessible for all learners as appropriate.

At each key stage the home learning tasks should be appropriate for the age and ability of the learners. This may result in a range of tasks being set for the learner to choose which is the most appropriate.

At primary home learning could include:

- reading
- answering questions
- writing activities
- research tasks
- problem solving
- spelling practice
- times tables related activities

At secondary homework will focus on the 4 R's: Reading, Research, Revision, Recall and can include a variety of activities including:

- Flipped learning
- Reading/research in preparation for the next lesson
- Reading/research (for consolidation or extension)
- Recall tasks
- Revision – creating revision cards/ topic maps for a topic/unit study
- Revision for assessments or examinations
- Answering questions and problem solving
- Extended writing/essay writing

Frequency

Key Stage	Frequency of home learning
EYFS	<ul style="list-style-type: none">• Daily reading• Weekly spelling practice
KS1	<ul style="list-style-type: none">• Daily reading• Weekly spelling practice• Weekly times tables
KS2	<ul style="list-style-type: none">• Daily reading• Weekly spelling practice• Weekly times tables
KS3	<ul style="list-style-type: none">• 30 mins per subject every week (No homework for Core PE, and Drama and Music it is set as appropriate)• Review the past week's work and/or PLCs*
KS4	<ul style="list-style-type: none">• 40 mins per subject every week• Review the past week's work and/or PLCs*.
KS5	<ul style="list-style-type: none">• 4 hours per subject per week in addition to their Supervised Study Time allocation• Review the past week's work and/or PLCs*.

**It is expected that learners follow up these reviews with revision, relearning, consolidation practice where gaps or development areas are identified.*

Extension home learning

In order to develop independence, subject teams will develop reading/viewing lists and make these available to learners either with a physical copy or digitally via an online platform such as Google Classroom or Microsoft Teams. This will enable learners to broaden their knowledge of different subjects, or to go more deeply into particular themes. These suggestions will not be mandatory for learners, but they will be encouraged to use them wherever possible.

Monitoring and Evaluation

Home learning may be marked by the teacher, teaching assistant or learners in class, or it may be used as part of learning in the next lesson.

It is the responsibility of the class teacher to monitor the submission of home learning and to follow the school procedure for praising learners for achievement and ensuring parents are notified if learners have not completed the work set by the deadline and/or to a high enough standard.

It is the responsibility of the subject leader to monitor and quality assure as part of the Continuous Improvement Strategy, the provision of home learning within their subject, and to ensure that homework is being set in line with the planned curriculum and in an equitable way across groups (see guidelines published to parents and learners **Annex 2**).

Learners who regularly exceed home learning expectations and those who do not meet home learning expectations will require appropriate pastoral support.

ANNEX 1: ROLES AND RESPONSIBILITIES

Role and Responsibility	Leader
Leadership of home learning provision across the Trust	Sara Elliss Director of Standards and Continuous Improvement
Leadership of home learning provision within school	Alison Morgan Senior Deputy Headteacher

ANNEX 2: HOME LEARNING GUIDELINES for parents and learners

Setting homework

Subject Teachers are expected to set weekly homework according to the homework timetable. The homework timetable for Years 7 – 11 will be published on the website.

- In Years 7 to 11, mathematics and English will have two homework slots per week and most other subjects will have one*.
- In Years 12 and 13 students can expect two homework slots per week (usually one from each teacher). • The “slots” can be filled with one or more activities to ensure the time allocation is used productively.
- If no homework is set, students will make a note in their diaries explaining why.
- If students are set a homework project lasting more than one week, students will write their progress aim for each week in the diary.

**There is no homework set for Core PE. In Foundation Drama and Music there is occasional homework as appropriate.*

Homework allocations

It is expected that students will spend the following time on their homework each week:

Years 7-8 approximately 30 minutes on each slot

Years 9-11 approximately 40 minutes per slot

Years 12-13 approximately 4 hours per subject *in addition to their Supervised Study work*

Typical homework tasks *(list not exhaustive)*

Flipped learning

Reading/research in preparation for the next lesson

Reading/research (for consolidation or extension)

Recall tasks

Revision – creating revision cards/ topic maps for a topic/unit studies

Revision for assessments or examinations

Answering questions and problem solving Extended writing/essay writing

In addition to directed homework tasks, students are expected to review their learning (and/or PLC in the sixth form) each week, complete any finished work, ensure folders and books are neat and ordered.

HOMEWORK	
The homework system focuses on Reading, Research, Recall and Revision. If student's don't submit homework, then the ladder below will be implemented	
Level 1 – First Occurrence	
First Occurrence Homework incomplete, substandard or not done	Warning email 1 (Homework 1) sent to parents using Bromcom from teacher requesting additional work/same work is completed to confirm students understanding.
Second Occurrence Homework incomplete, substandard or not done	Warning email 2 (Homework 2) sent to parents using Bromcom from teacher requesting additional work/same work is completed to confirm students understanding.
Level 2 – Persistent Occurrence (3 times in 1 term)	

Persistent Occurrence (3 times in 1 term) Homework incomplete, substandard or not done	15 min Appointment booked with Head of Department by teacher (Homework report appointment) These are completed at the same time as the department detention.
	Student to be placed on a 2 week subject homework report (up to 4 weeks for non-core subjects). Teacher completes Orange report card, HoD issues this in appointment. Student returns at 2.20pm each Friday (or another agreed time) to confirm homework routines are improving. Email 3 sent home (Homework 3)
Second Occurrence Homework incomplete, substandard or not done	Warning email 2 (Homework 2) sent to parents using Bromcom from teacher requesting additional work/same work is completed to confirm students understanding.

These tables are indicative and are not a guarantee as to the sanction that will be imposed for particular misbehaviour. Sanctions are subjective and take into account the individual's circumstances and mitigating factors.