

Eltham Hill School



Eltham Hill
SCHOOL

HOME LEARNING POLICY

Governors Committee: Teaching & Innovation

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At Eltham Hill School all students are encouraged to become successful independent learners. Home learning is viewed as an important part of the curriculum which contributes to each student's academic and personal development. The importance of home learning is explained to all students and parents at their initial interview and is subsequently reinforced in the curriculum timetabled sessions, assemblies and by form tutors.

The importance of home learning?

Home learning should be considered as a third session to the school day. Home learning is used to:

- Develop independent learning and research skills– including the skills, confidence and motivation needed to work alone;
- Encourage work outside of school as part of life long learning;
- Allow students to use materials and other sources of information that are not always available in the classroom;
- Give opportunities for long term research and other work;
- Reinforce and consolidate work completed in lessons;
- Extend learning;
- Encourage the involvement of parents and carers in the management of students' learning, keeping them informed about the students work;
- Help students manage particular demands, such as GCSE coursework.

If the home learning programme is fully implemented it is equivalent to an additional four terms of secondary education, which is a valuable bonus. This additional time is needed by most in order for them to compete on a national scale and for progression into further education.

Setting home learning tasks.

Home learning activities should be set, marked and recorded for all students throughout years 7-11 in accordance with the school's Assessment Policy.

Home learning assignments should be written clearly on the board, with a due date and students should be given plenty of time to record the homework into their school diary/planner.

As with class work, staff will consider differentiation in home learning assignments. Also the possibility of having a bank of home learning assignments built into the schemes of work.

Appropriate activities for home learning.

The type of home assignment set will be varied and will only occasionally be to finish off work started in class. Types of tasks include:

investigations
simple experiments
research
public library visit
reading

interviews
essay writing
report writing
drafting
designing

revision
making a model
drawing
computer work
projects

learning by heart final draft work planning
preparation for speaking/listening

In line with the school's Assessment Policy, time will be built into the home learning schedule for students to meet targets set and to improve and correct work.

Time allocation

We would expect students in year 7 to have an average of one hour home learning per night, increasing to 1.5 hours per night by year 8.

Students in year 9, 10 and 11 should, on average, be undertaking 2 hours of home learning per night.

Some subjects may set on going project work which runs over a period of several weeks rather than individual tasks each week.

Managing and supporting home learning.

Strategies to manage home learning should be built into lessons. There are home learning clubs and the LRC is open at breaks, lunch times and period 6 for quiet study. Many teachers allow students to work in their rooms after school while they are marking and preparing lessons.

How can parents/carers help with home study?

- Wherever possible try to provide a reasonably peaceful place for your daughter to work;
- Help your child organise her time to best advantage so that things are not all left to the last minute or even forgotten.
- Make it clear to your daughter you value home study and support the school in setting home study regularly;
- Take a positive and active interest in your child's work at home rather than just insisting that it is done;
- Encourage your daughter and praise her when she has completed assignments at home;
- Check that home study details are filled in clearly and regularly in your daughter's planner/ diary. There is space there for regular signature;
- Expect deadlines to be met and check that they are;
- Encourage your daughter to complete home study after school in the library or at home learning clubs;
- Wherever possible provide a computer with broadband internet access;
- Let us know if there are problems with home learning that you cannot resolve. Perhaps your child seems to be doing too much, or not enough, or is finding it too easy or too difficult. Contact the class teacher/tutor in the first instance, who will be glad to help.

Sanctions for not completing home learning assignments.

Sanctions for not completing home learning assignments should be consistent throughout the school. The following procedure should be followed:

1. Students may be given another deadline and a note in red/green written in the student diary.
2. Teacher holds a detention (if the new deadline is not met with a good reason).

3. Teacher informs the POD Leader/Learning Manager who may hold a detention.
4. A letter will be sent home inviting the parent/carer to speak to the student or come into school to discuss home study.
5. Referred to Key Stage Leader for year group or line manager.

Home learning timetable.

Due to the ever increasing complexity of the curriculum it is not possible to produce a single 'one size fits all' home learning timetable. Students and staff will negotiate home learning timetables at the beginning of the academic year which best fits need. Students will their individual home learning timetable in their diary/planner. For each subject this needs to clearly outline which night assignments are to be set and the deadline for handing in. This will help students to manage their time effectively and to ensure that assignments are equally distributed throughout the cycle. The home learning timetable will be completed by week two of each academic year and will be checked by Form Tutors.

Monitoring home learning.

- Parents should check that assignments are being set and completed by their daughter. The planner/diary should be signed each week by the parent/carer to confirm that this check has been made and the form tutor counter signs once the parents have done so.
- Subject teachers should check that all students have recorded the home learning activities in their diaries/planners.
- Subject teachers will record each home assignment and where appropriate a mark for the work in their planner/mark book in accordance with the school's Assessment Policy
- POD Leaders/Lead Practitioners will ensure that members of their subject team set and mark home assignments in line with the time allocation for their subject, the school assessment policy. Home learning should be clearly written into the Schemes of Work.
- Home learning will form part of the S.S.R sampling of work. This is not just a monitoring exercise; it is also an opportunity to share good practice. Different formats can be used e.g. peer assessments.
- Form Tutors will, during their weekly check of diaries/planners, ensure that home learning is being recorded and follow up any concerns with the appropriate teacher.
- Year Leaders will monitor the home learning of each tutor group in their year according to the school's Assessment Policy and monitoring programme. They should refer any concerns arising to the appropriate POD Leader.
- The monitoring of home learning will be regularly reported to the Leadership Group and will form part of the 'Supported Self Review' (SSR) programme.

Impact Evaluation

This policy will be evaluated as part of the school self evaluation and self improvement process. Our strategies will include:

- Subject teachers, POD Leaders, Lead Practitioner, Tutors and Year leaders tracking the progress of students using data analysis from the calendared reporting cycle.
- Calendared RAP meetings to review student progress.
- Consulting with staff, students and parents.
- Where feasible, working with institutions of higher education to act as a 'critical friend'.

Key Stage 5

At Eltham Hill, A-Level teaching will encompass the same rationale as all other years groups. In addition to this, at Key Stage 5, we will train students and provide workshops in relation to the consistency of essay references. We will also train the students how to write essays and conduct research within the guidelines of our Academic Honesty Policy. This will apply to both A-Level research and written assignments and also for all work completed for the International Baccalaureate. All staff will be trained in the Academy Honesty Policy to promote honesty and fairness.

The following assessments will be part of Key Stage 5:

- Years 12,13 PPEs Assessment (Pre Public Exams)
- On-going observation and individual target setting
- Termly update of assessment tracking
- Termly reports to parents
- International Baccalaureate and A-Level examinations

International Baccalaureate specifically

- Extended essay for the IB students will have a dedicated tutor to support them through their Extended Essay. Each tutor will have no more than three students to support to ensure a personalised, focused programme of support. Also, there is a dedicated Extended Essay Co-ordinator in place to oversee the progress of students.
- There is a dedicated CAS and TOK Co-ordinator in place in order to ensure that students complete the requirements of the IB course. There is an additional budget for TOK and CAS to ensure the delivery and assessment of the course. Please see additional assessment information.
- There is a dedicated Pastoral Leader for Post 16 who will oversee the care of the students, including work to support their Further Education application forms.

In addition IB students will receive;

- Teacher formative and summative assessments throughout the year
- Internal and External Assessments for Speaking and Listening Presentations

- Essay writing for individual subject areas and assignments e.g. homework and classwork
- Regular feedback to parents at Parents' Evenings and through contact if work is not reaching the standard expected

Public Examination Board specifies rules for the conduct of their examinations. The IBDP Coordinators ensure that these are available to invigilators, who share this responsibility for the smooth and efficient conduct of subject examinations. Internal examinations are used as an opportunity to prepare students for public assessments. The following are kept in mind while conducting Examinations.

- It is the responsibility of teachers in charge of subject areas to ensure that all question papers and support materials are handed to the respective exams officer/IB Co-ordinator according to the deadlines set for a particular examination period. A Cover Sheet has to be completed for every examination. Subject teachers have to check with the Examination Coordinator that their papers have been printed and that the required support material is available. All papers are required to be submitted with a marking scheme.
- The Examination Coordinator ensures that after printing, papers should be sealed and kept safely. The seal should be opened in the examination room in the presence of the invigilators and students.
- All invigilators should be given a copy of the IB conduct of the examinations, which they will carry to the examination hall.
- The seating arrangements are made according to IB norms.
- Strict and ceaseless vigilance is a must
- It is mandatory for the students to carry only transparent zip lock bags/pencil cases into the examination hall
- Unless suitable arrangements are made for supervision, no student is allowed to leave before the end of the examination
- Any suspicious circumstance has to be challenged and investigated. Any material used for cheating is to be immediately confiscated and an immediate action should be taken for malpractice.
- Any students detected or even suspected of cheating or disobeying instructions is liable to have his/her paper cancelled. A full report of such incidents will be submitted as soon as the exam is over.
- In cases where unfair means are suspected students will usually be allowed to complete their papers and the invigilator will deal with the situation in a way that causes minimum disturbance in the exam.
- All external exams are invigilated by external invigilators throughout Key Stage 4 and 5. There is a designated area for the locked storage of all exam papers

and Controlled Assessments. The exam officer is in charge of this area and it is locked at all times with designated exams safe.