

Rossington All Saints Academy

Extended Learning Policy



Updated April 2018

The research of Professor John Hattie in his study *Visible Learning* (2008) is cited in this policy. Hattie outlines 'effect sizes' and what strategies and interventions have the most impact on students' learning.

Rationale

Our aim is to set purposeful homework that extends students' learning beyond the classroom and encourages them to become independent learners and enquirers. Homework is the primary responsibility of the learner and should be directly linked and relevant to the learning that takes place within the classroom or future studies.

According to John Hattie, good quality homework can:

- improve a student's rate of learning by 15%- or advance children's learning by a year
- increase average achievement by 62% compared to students not given homework

Short, frequent homework tasks are likely to be more effective than unstructured and open-ended tasks that are completed over a longer period of time.

The Purpose of Homework

Homework can serve a range of purposes:

- Allows for consolidation of learning from the classroom
- Promotes independent enquiry
- Encourages research in preparation for future classwork
- Provides the opportunity for individualised study
- Encourages ownership and responsibility for learning
- Training for pupils in organisation and time management
- Allows for assessment of pupil progress and mastery of content and skills
- Enables a home-school dialogue
- Provides the opportunity for parental support and co-operation

RASA Messages for Homework

Quality not Quantity

Needs to build on learning completed within class

Needs to be consistent

Additional opportunity to extend learning outside the classroom

Types of Homework

The nature of homework task will vary according to subject. However, **all** homework set should be linked to the learning taking place in the classroom. As an academy, homework will always be set by class teachers and written ***within the student planner on the day it has to be handed in.***

Students are expected and reminded to record their homework in their academy planner at all times.

Guidelines for Teachers

- Homework should always be differentiated in the same way that classwork is differentiated to meet the needs of all learners.
- Homework tasks may be freestanding (not always dependent on full understanding of work done in class but aims to consolidate students' understanding) or project based dependent on subject area and topic (i.e. takeaway homework at KS3).
- Revision and completion of work being covered in the classroom is another suitable approach but may penalise the less able if used excessively.
- Teacher involvement is key to the success of homework; therefore tasks should always be revisited during lesson time when appropriate.
- According to Hattie, "The best thing you can do is to reinforce something you've already learnt."

Guidelines for Form Tutors

- During admin days, form tutors should be checking planners and having conversations with students about the completion of homework.

Monitoring of Homework

Tracking of homework setting and completion is monitored by department leaders, individual subject teachers and form tutors. Homework should be written in the planners on the day that is expected to be handed in.

Sanction Process

- Students in Y7, Y8, Y9 & Y10 should be given a blue 'C4 Homework' sticker if they fail to complete and submit the homework on the hand in date.
- Students then have to attend the relevant 'catch up' night for your subject area or complete the homework for the next lesson.
- Where students fail to attend the relevant catch up session, or hand the homework in for the renewed date, this will be followed up with a C4 other sticker where they will complete the homework within the C4 other detention.

Positives methods to monitor Homework:

Star chart

Prize draws

Frequency of Homework

For homework to be fully embraced and embedded within the academy, students need feedback from the homework.....so it must be meaningful and where students see value in it.

This should be an extension of learning – not a one off piece of work they don't need

All students within RASA should aim to complete at least 2 / 3 OUTSTANDING pieces of Homework within the week (across all subject areas):

Key stage 3:

- 1.5 hours of homework per week

Key stage 4:

- 2.5 hours of homework per week

| <u>Key stage 5</u> | Time per week | |
|---------------------------|----------------------|----------------------|
| | Year 12 | Year 13 |
| Each Subject | A minimum of 2 hours | A minimum of 3 hours |

Subject teachers should then use the student planner to assess the amount of homework that has been set and use professional judgement.

Parental Support and involvement: Tips for supporting your child with their homework...

- ✓ Ask to see your child's **planner** to see whether they are **accurately recording** their homework (from which subject, what they have to do and when it is due in).
- ✓ Take an interest in your child's work and give them plenty of **encouragement and praise**.
- ✓ Create a **quiet space** at home where your child can work without being disturbed.
- ✓ **Support** your child in taking responsibility for their homework and time management.
- ✓ Help establish a **routine** so your child can manage their homework deadlines.
 - ✓ Ensure your child gets plenty of **rest** and time to unwind.

If you do not have internet access at home, the library is open until 3.30pm every day after school or individual subject areas will accommodate any students wanting to stay and complete homework.