

Home Learning Policy

Ramsey Grammar School



Approved by: SLT and Governors

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The Importance of Setting Home Learning to Support in-school Learning

Research has shown that the setting of carefully selected home learning for Secondary School students is a benefit to their studies¹, and as one would expect, the need for home learning varies across different key stages within the school.

Pupils who complete their home learning to the best of their ability will benefit from making greater progress in their academic studies, receive praise from teachers, and be given recognition for their achievements in class and through the achievement house point system.

We recognise and appreciate the enormous amount of work that our students carry out during the school day. We also encourage them to take part in the wide range of extra-curricular activities that are available to them outside school hours on the Isle of Man, as well as participating fully in family life and spending time with their friends.

Aims of this guidance are to

1. Encourage pupils to reach their full potential and come to school ready to learn.
2. Allow students to develop excellent habits for studying.
3. Prepare them for future learning and develop independent learning skills.
4. Enrich and consolidate their classroom learning.
5. Share the learning journey between parents/carers, students, and staff.
6. Allow teachers to have a greater range of evidence of student progress and achievement.
7. Give students, parents, and teachers a clear understanding of our 'anytime' and 'subject-specific' standards for home learning.

Types of Home Learning

All

Home learning set should be **meaningful, challenging, varied and manageable**. The list below is an indication of the type of tasks that can be appropriate.

- Preparation for future learning (such as reading ahead and summarising or planning tasks).
- Wider reading tasks for enrichment or consolidation.
- Structured short-answer questions to consolidate learning in lessons.
- Choice of tasks with varying levels of challenge.
- Vocabulary or key-facts learning.
- Extended project work – either completed as individuals or collaboratively.
- Guided research with appropriate support at the start of the work, such as key websites or printed references.
- Timed essays or extended pieces of writing.
- Creative responses to the learning – such as pamphlets, posters, or models.
- Online homework tasks.
- Revision or self-identified study of a particular area where the student requires more practice
- Write-up of experiments or practical work.
- Rehearsal and Instrumental practice.

Our home learning guidance has fundamental strands which we would like to embed strongly within the RGS Community. These are tasks which should be conducted at home to ensure students are ready to learn, enable students to build key literacy and mathematical skills as well as build on subject knowledge and improve creative abilities.

'Anytime' Standard

By 'anytime' – this is learning that can be accessed at all times outside of school hours.

- We encourage students to engage in anytime learning as much as they can to support the retention of knowledge and skills for all subjects.
- We encourage parents to be aware of the anytime options outlined for each Key Stage given below.

Subject Specific Standard

By 'Subject specific' we mean learning that is deliberately set by subject areas with set deadlines and rewards associated.

- We encourage all students to complete subject-specific learning at home in line with teachers' expectations
- We encourage parents to ask or be made aware of subject-specific learning their children have been set and support them to complete it where they can.
- We encourage teachers to reward/recognise the completion of subject-specific home learning.

Further details of what the 'subject specific' standard of home learning for each Key Stage is given below.

Key Stage 3 Guidance

'Anytime' Standard

1. **Reading – 20 mins per day.** Literacy underpins all subjects in school, and most activities outside school and in the workplace later in life. There is a clear correlation between good reading ability and success in all school subjects and in the job market. We, therefore, place huge importance on the ability of our students to read well and to practice those skills daily.
2. **Maths – My Maths.** We would encourage all KS3 students to engage with the My Maths online learning, allowing students to practice their maths skills; which can be accessed easily on most electronic devices. Rewards will be given for completed quizzes. Students can log in using the school username and password. They then have their own personal portal username and password which directs them to their tasks. If unsure students should speak to a Maths teacher.
3. **MyOn Online Library [Sign In - myON®](#)** – all students in Years 7 and 8 have access to and currently read using this digital library. Once they have completed reading any book, they should take the book quiz before moving on to their next book or an appropriate challenge level.
4. **BBC Bitesize [Home - BBC Bitesize](#)** – There is a mass of interactive and easy-to-navigate resources, tasks, videos, and quizzes on BBC bitesize.

5. **Seneca Learning** Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) – There are a huge number of courses and resources on this site for all subject areas.
6. **Languages** www.sentencebuilders.com – Various interactive tasks to try on sentence builders.
7. **Rural Science online classroom** R.G.S. Agriculture - Awards (google.com) or https://www.rgsrural.org/safeawards – Variety of tasks available to complete to enhance learning in rural science. Awards are available for completion.
8. **Greenshaw Learning Trust - Home** – There are a wealth of learning resources for a huge variety of subject areas in this site here for independent study.

‘Subject Specific’ Standard

In all subjects, home learning will usually only be set as subject-specific retrieval practice and revision for assessments. We will be working with students and parents to embed good recall and revision techniques which will stand them in good stead for KS4. In subjects such as Languages, more frequent vocabulary practice will be encouraged.

Students who are aiming to undertake GCSE music should practice their instruments regularly.

Year 9 – The above daily practices should continue to take place and one additional piece of science homework will be set per week, as the GCSE syllabus for science is a 3-year programme of study.

- **Pearson Active Learn for Edexcel Science** ActiveLearn (pearsonactivelearn.com) – Online textbooks and tasks available for all students in Years 9, 10 and 11.

Key Stage 4 Guidance

‘Anytime’ Standard

The improved literacy, maths and revision skills developed in KS3 can now be applied in KS4 (years 10-11).

- **Physics and Maths tutor** https://www.physicsandmathstutor.com – a variety of subjects are available with summary notes, past papers, and flash cards.
- **GCSEPOD** GCSEPod – there are a number of revision videos, activities, and questions available for a variety of subjects at KS4. Year 10 and 11 students have a login.
- **Pearson Active Learn for Edexcel Science** ActiveLearn (pearsonactivelearn.com) – Online textbooks and tasks available for all students in Years 9, 10 and 11.

‘Subject-Specific’ Standard

It is expected that each subject will set different tasks per week, as appropriate to the learning needs at any one time. Revision for assessments would be separate; most assignments would have a one-week completion deadline.

It is important to note that there is no expectation that home learning will be set every lesson; if there is nothing appropriate to set at that time, then the teacher is not required to set work.

Key Stage 5 Guidance

Anytime Standard

Generally, a student should spend an equivalent amount in independent study per week as they spend in the classroom.

Sixth form 'anytime' study may include (but is not limited to):

- set work that needs to be completed for a deadline (frequent or infrequent)
- collaborative activities,
- long-term preparation for examinations,
- their own research and additional reading around areas of the subject
- flipped learning (lesson preparation ahead of the relevant lesson)

'Subject Specific' standard

It is expected that each subject will set different tasks per week, as appropriate to the learning needs and course requirements at any one time. Revision for assessments/exams would be separate; most assignments will have a set completion deadline.

It is important to note that there is no expectation that home learning will be set every lesson; rather learning at home should be set in line with the requirements of the subject content and schemes of learning.

Additional Study

It is important that both parents and teachers encourage the students to seek support if they are finding it challenging to balance their home learning with the other activities in their lives outside school. Pupils should take advantage of the school's support system if having difficulties with home learning e.g., home learning support clubs, revision sessions or from SS&S if appropriate.

Independent research and retrieval practice are always encouraged, and students should always read what work they have done in class to check for understanding and that it is complete. Please note that it is the student's responsibility to catch up on work from missed lessons. They are welcome to seek guidance from their teachers as to how to do this.

Procedure for the Non-return of Home Learning

Staff will check whether students need additional support for the completion of the task and action on anything that is required. There will be no implementation of sanctions for home learning tasks which are not returned. RGS understand there are several complexities that may mean students cannot complete homework. Instead, supportive measures will be put in place to help if required.