



Jersey College for Girls
JCG Home Learning Policy

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“... the use of homework was associated with advancing student’s achievement by approximately one year or by improving the rate of learning by 15 %.”

John Hattie Visible Learning for Teachers.

“Teachers do not prefer perfection in homework over risk-taking that involves mistakes.”

John Hattie Visible Learning for Teachers.

Principles

- Home learning is any learning that takes place outside of lesson time.
- All students benefit from completing regular home learning tasks.
- Home learning is an essential and integral part of the teaching and learning process.
- All students should be encouraged to produce their best work, both at school and at home .
- Home learning helps students develop good learning habits: Resilience, Resourcefulness, Reflectiveness and Reciprocity. (Appendix 2)
- Quality home learning tasks and quality timely feedback can to help students develop a growth mindset.
- As a student moves through the College, there will be greater emphasis on mastery learning habits.
- Home learning (tasks) offer an important and valuable opportunity for parents to participate in their daughter’s learning.
- Parents, in partnership with the College, should encourage their children to establish good home learning patterns and habits relating to home learning.

Aims

- To develop and promote mastery of the learning capacities: Resilience, Reflectiveness, Resourcefulness and Reciprocity.
- To ensure the quality of home learning tasks.
- To ensure home learning is an intrinsic part of the teaching and learning process, centring on complementing and or developing (lesson) learning objectives.
- To ensure quality and timely feedback is given, by the use for example of Directed Improvement Reflection Time (DIRT) - Appendix 3.

- To ensure feedback focuses on effort before achievement.
- To encourage high standards of attainment through the consolidation of learning at home.
- To support student learning through the promotion of an effective partnership between the College and home.
- To ensure that each student receives individual help, support and guidance.
- To maintain good communication between students, parents, tutors, subject teachers, Heads of Department and Faculty, Heads of Year and the Assistant Head teacher Student Progress.

Why we set home learning

Home learning fulfils an important function in contributing to our overall curriculum aims. We set home learning (tasks):

- to consolidate learning;
- to develop perseverance and resilience and the ability to organise time and meet deadlines;
- to revise, practice and memorise;
- to prepare for new learning;
- to pre-learn to ensure classroom success and participation;
- to apply learning in new contexts and to new problems;
- to investigate own interests stemming from core learning;
- to foster the development of independent study habits;
- to facilitate the use of resources outside the classroom, both human and material; and
- to provide an opportunity, where appropriate, to set differentiated tasks according to student needs.

Home learning is effective when

- It is part of an integrated programme with classroom teaching and learning.
- Students are not **'simply'** required to finish off classwork.
- Tasks interest, engage and challenge students.
- Students see the relevance or usefulness of the (home learning) task.
- Clear instructions and success criteria are given.
- Constructive and timely feedback is given to the students.
- Students are given the time and support to respond to feedback.
- Interim deadlines in the completion of projects are given and adhered to.

Procedures

ROLES AND RESPONSIBILITIES

Students should be encouraged to take responsibility for:

- Ensuring that they understand each home learning task and how best to complete it.
- Ensuring that their home learning is their best work, reflecting a high degree of effort.
- Proof reading their work and checking its quality before submission.
- Communicating any issues associated with completing set tasks to teachers in advance of the deadline.
- Meeting the deadlines set by teachers for specific pieces of work.
- Reviewing, reflecting and acting upon feedback to inform future work.

- Responding to feedback.
- Recording home learning (in their planner) as indicated by the subject teacher.
- Ensuring their planner is signed by their tutor and parent each week (KS3 only).

Subject Teachers have responsibility for:

- Communicating home learning tasks and assessment criteria clearly to students.
- Communicating home learning to students and parents: ensuring that task is recorded accurately in the student planner.
- Setting and developing quality home learning tasks according to the Scheme of Learning (SOL).
- Ensuring that assessment includes constructive, Growth Mindset perspective feedback.
- Following the procedure outlined in the Improving Behaviour Policy when home learning is not completed.
- Asking students to repeat a task if it is not completed to an expected standard.
- Ensuring home learning tasks develop literacy and numeracy according to the Learning and Teaching policy.
- Contacting parents if the completion of home learning is a concern.
- Allowing time in lesson for home learning to be recorded in planners if required.
- Ensuring that they avoid setting home learning for completion during holiday periods and for the next day.
- Following the Assessment guidelines policy.
- Setting tasks (including home learning, according to the school home learning timetable) which are age appropriate. (See Appendix 1).
- Providing time or opportunity for students to reflect and respond to feedback.

Heads of Department have responsibility for:

- Leading the department in monitoring and evaluating the delivery, nature and quality of home learning in line with the teaching and learning policy.
- Ensuring that quality and timely feedback is given.
- Ensuring students are given the opportunity to respond to feedback.
- Leading the moderation process of any extended or core tasks set across their department.
- Ensuring that home learning tasks are integral to the Scheme of Learning and appropriately challenging for all students.
- Monitoring the success of extended home learning tasks.
- Ensuring that all teachers in the department apply a consistent approach to the amount of home learning set to each teaching group.
- Ensuring that the department follows procedures in the Improving Behaviour Policy relating to the non-completion of home learning.
- Ensuring that procedures in the Assessment guidelines policy are followed.

Heads of Faculty have responsibility for:

- Ensuring the home learning policy is applied within the Faculty and supporting HoDs with the implementation of their responsibilities.
- Supporting faculty members in applying the procedures outlined in the Improving Behaviour Policy when home learning is not completed.
- Keeping abreast of changes in the curriculum and the impact on the nature of home learning tasks.
- Auditing the quality of feedback, and supporting faculty members as required, ensuring that tasks and feedback reflect a Growth Mindset view and develop learning capacities.

- Leading faculty discussions on the different styles/types of home learning task and feedback.
- Auditing and monitoring the quality of home learning tasks, marking and feedback, and being aware of their impact on student learning, through discussion with Heads of Department, using lesson observations, work scrutiny and student interviews as evidence and through discussion at HOF meetings.
- Collecting and collating monitoring evidence of 3 snap shots per year.
- Sharing findings with AHT for Curriculum and Learning and line manger.
- Presenting findings for discussion at Faculty meeting.
- Include findings in Faculty DSED and including (when appropriate) in Departmental appraisal action.

Form tutors have responsibility for:

- Monitoring student planners ensuring that home learning tasks are recorded.
- Monitoring and checking that parents of Key Stage 3 students have signed the planner.
- Signing student planners each week.
- Monitoring that home learning is set regularly and that the home learning load is reasonable and follows the home learning timetable (and discussing any concerns with Heads of Year).
- Assisting tutees with time management and organisational issues.

Heads of Year have responsibility for:

- Monitoring that tutors check student planners.
- Liaising with HoD and or HoF regarding issues associated with the setting of tasks raised by tutors.
- Monitoring that home learning is set regularly and that the home learning load is reasonable and follows the home learning timetable, by liaising with HOFs and collating evidence (a snap shot) across a key stage/year group once a year.
- Liaising with Assistant Head Teacher for Student Progress regarding any concerns relating to home learning.
- Liaising with Assistant Head Teacher for Curriculum and Learning regarding the preparation of a schedule for the setting of home learning each academic year.
- Supporting tutors with the implementation of their responsibilities.

Parents and Carers will:

- Monitor their children to ensure that home learning is completed.
- Sign the student planner on a weekly basis in Key Stage 3.
- Provide a suitable environment for the completion of home learning.
- Assist their daughter with time management and scheduling of tasks.
- Communicate concerns to the tutor and subject teacher via the student planner and email.

Assistant Head teacher for Student Progress has responsibility for:

- Supporting the HoY in fulfilling their responsibilities as outlined in the Home Learning policy.
- Reviewing the monitoring data collated by HoY and liaising with AHT for Curriculum and Learning.

Assistant Head teacher for Curriculum and Learning has responsibility for:

- Supporting the HoF in fulfilling their responsibilities as outlined in the Home Learning policy.
- Monitoring the quality of home learning tasks and marking, and being aware of their impact on student learning by liaising with AHT for Student Progress and HOFs.
- Liaising with AHT for Student Progress and Heads of Faculty to ensure that a suitable schedule for the setting of home learning is prepared each academic year and that this is published to students and staff.

Vice Principal has responsibility for:

- Monitoring the quality of home learning tasks and marking and being aware of their impact on student learning, through discussion with AHT for Student Progress, AHT for Curriculum and Learning, Heads of Year and Heads of Faculty and Heads of Department, using lesson observations, scrutiny of work and student interviews as evidence and advising as appropriate.

Relationship to other policies

Internal Policies: Assessment Policy
 Curriculum Policy
 Home School agreement Policy
 Improving Behaviour policy
 Learning and Teaching policy
 Tracking Policy

Appendix 1

Allocation of Home Learning Tasks 2015 - 2016

Setting of home learning 2015-16

Year group	Approximate time per subject
Key Stage 3	See tables below
Key Stage 4	1 hour per GCSE subject per week
Year 12	4 hours per subject per week
Year 13	5 hours per subject per week
<i>Note – Years 10 and 11 – English = 2 GCSE subjects and Science = 3 GCSE subjects</i>	

Year 7

Art	3 hours per term	History	3 hours per term
Challenge	25 mins per week	Maths	30 mins per week
Drama	3 hours per term	PSHE	3 hours per term
English	30 mins per week	RE	3 hours per term
French	30 mins per week	Science	15 minutes per science subject per week = 45 mins
Geography	3 hours per term	Technology	3 hours per term
In subjects where 3 hours are set per term, this will be split into manageable chunks for students			

Year 8

Art	3 hours per term	History	3 hours per term
Drama	3 hours per term	Italian/Spanish	15 mins per week
DT	3 hours per term	Maths	30 mins per week
English	30 mins per week	PSHE	3 hours per term
French	30 mins per week	RE	3 hours per term
Geography	3 hours per term	Science	15 minutes per science subject per week = 45 mins
HE	3 hours per term	Technology	3 hours per term
In subjects where 3 hours are set per term, this will be split into manageable chunks for students			

Year 9

Art	3.5 hours per term	History	3.5 hours per term
Drama	3.5 hours per term	Italian/Spanish	15 mins per week
DT	3.5 hours per term	Maths	40 mins per week
English	40 mins per week	PSHE	3.5 hours per term
French	40 mins per week	RE	3.5 hours per term
Geography	3.5 hours per term	Science	20 minutes per science subject per week = 1 hour
HE	3.5 hours per term	Technology	3.5 hours per term
In subjects where 3 hours are set per term, this will be split into manageable chunks for students			

Appendix 2

Learning Capacities

We can all build our learning capacity and become better learners by focusing on the habits of an effective learner. Some of these specific habits (or ‘capacities’) are listed below under the headings of four key characteristics (or ‘dispositions’) shared by many effective learners. For more information about Building Learning Power, visit <http://www.buildinglearningpower.co.uk/>

Resilience (the feelings of learning)

<i>Capacity:</i>	<i>What it means for us as learners:</i>
Absorption	Getting really stuck into learning and enjoying it
Managing Distractions	Realising what stops you from learning and dealing with those things
Noticing	Spotting important details and paying attention to your surroundings
Perseverance	Trying hard even when things get difficult along the way and enjoying a challenge

Resourcefulness (thinking about learning)

<i>Capacity:</i>	<i>What it means for us as learners:</i>
Questioning	Asking other people questions and asking ourselves questions about new ideas
Making Links	Connecting ideas and finding patterns
Imagining	Seeing things in our mind and predicting what something might be like
Reasoning	Thinking through a problem clearly and logically
Capitalising	Using a wide range of resources – including other people – to help us learn

Reflectiveness (managing learning)

<i>Capacity:</i>	<i>What it means for us as learners:</i>
Meta-learning	Understanding how we learn and how we can get better at learning
Revising	Looking back at something and thinking about how we can do things differently
Planning	Working things out in advance and preparing for learning
Distilling	Taking away important lessons and ideas from our learning experiences

Reciprocity (relating to others when learning)

<i>Capacity:</i>	<i>What it means for us as learners:</i>
Interdependence	Knowing when to work alone and when to work with others
Collaboration	Getting the most out of working in a team
Empathy and Listening	Understanding what other people have to say
Imitation	Learning from what other people do

Appendix 3

DIRT (for more information)

JCG Fifteen Minute Learning Forum

<http://www.jerseycollegeforgirls.com/School-Life/15-Minute-Learning-Forum/Feedback-When-it-Works-and-When-it-Doesnt-Simon-Milner-/>

David Didau – The Learning Spy

<http://www.learningspy.co.uk/assessment/marking-act-love/>