



Woodside High School

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Home Learning Policy

Drafted by: Daniel Howe

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Purpose

At Woodside High School our aim is to maximise the learning and progress of every student within the school so that everyone reaches their full potential. We recognise the importance of learners demonstrating resilience and independence as part of their learning to develop them not only academically but also socially in building their self-confidence to succeed by them taking responsibility and ownership of their studies as part of the learning process.

At Woodside High School the following are adhered to for home learning activities:

Independence

Home learning tasks set by teaching staff will provide opportunities for learners to develop independent learning skills.

Challenge

Tasks set by teachers will challenge and extend students in their learning and progress and help them to develop expert thinking skills.

Differentiation

Home learning will match the needs of the individual learner in order to aid maximum progression of students from their starting points.

Quality

Learners are expected to record and submit high quality, presentable work for both classwork and home learning tasks.

Feedback

Learners will be provided with high quality feedback in either written or verbal forms on major pieces of home learning (in line with the feedback policy).

Monitoring

Teachers will record home learning tasks set for learners on 'Show my Homework' and will log learners who do not complete homework on SIMS.



Homework consolidates, practises, extends or prepares for learning taking place in the classroom

- Homework is set on show my homework
- Google classroom may be used for some aspect
- Homework stretches students and actively supports and encourages student independence (research, flip learning and project work)
- Time is given to explaining homework and using/sharing outcomes
- High expectations of work completion and quality

Students understand they are responsible for their own learning

- Student contributions move learning forward and, over time, all students contribute
- Students have opportunities for research and independence in extended tasks
- Students lead learning activities for each other
- Students express their ideas coherently with increased sophistication
- Students think critically
- Students are curious about their learning asking pertinent questions
- Increased dialogue between students and reduced teacher talk
- Students demonstrate a growth mind-set and show resilience and actively reflect on what they have learnt and learning goals
- Students are exposed to excellent work and are aware of what excellent work looks like

Students demonstrate pride in their work through their books/folders

- High expectations of presentation of books/folders which are graffiti free; neat presentation and underlining
- Work is dated and differentiates between classwork and homework
- Worksheets are pasted or tagged in
- Students consistently complete work to a high standard

Key Stage 3

Learners will be provided with a minimum of one piece of home learning per week for core subjects. For non-core subjects one piece of home learning every two weeks will be provided. Students in Years 7 to 9 should spend approximately 60 to 90 minutes per day on home learning activities.

Key Stage 4

Learners will be provided with a minimum of one piece of home learning per week for all subjects. Students in Years 10 and 11 should spend approximately 1 ½ to 2 ½ hours per day on home learning activities; this may be part of prior learning or revision tasks.

Teacher Responsibilities

Teachers should:

- ✓ Plan for home learning to be an extension of the learning in the classroom.
- ✓ Ensure home learning is set on show my homework (satchel).
- ✓ Ensure home learning is set as per the frequency set out in the school policy.

- ✓ Monitor students home learning and follow up with incompleteness of home learning as stated in the school behaviour policy.

Student Responsibilities

Students should:

- ✓ Record all homework tasks in their diary on the day it is set and should include the deadline for the task(s).
- ✓ Regularly check 'Show my Homework' to be aware of home learning tasks set and the deadlines for the work.
- ✓ Complete all home learning tasks to the best of their ability, to produce high quality, presentable work.
- ✓ Show independence and high organisational skills by asking their class teacher for help and guidance on home learning tasks they do not understand, well in advance of approaching deadlines.
- ✓ Attend home learning club for additional support, should it be required.

Parental Support

Parents should:

- ✓ Monitor the activities their child is completing against the tasks set on 'Show my Homework' and be aware of the deadlines students are working towards, showing support and encouragement to help them meet those deadlines.
- ✓ Check the quality of their child's home learning to ensure the work they are submitting is their best.
- ✓ Take an active interest in the work their child is completing, providing support and guidance.

Monitoring

Successful completion of home learning tasks will be monitored by class teachers. Praise points will be awarded for high quality home learning submitted.

Students who fail to submit home learning tasks which are high quality and presentable by the specified deadline will receive a C3 (in line with the school behaviour policy) this will result in a minimum 15 minute detention. Persistent failure to complete home learning tasks will be referred to the head of department and Head of Year.

The monitoring of home learning tasks set will be the responsibility of Heads of Department under the direction of the department SLT link.

Links with other Policies

Feedback, Inclusion, Literacy, Behaviour for Learning.