



HOME LEARNING PROCEDURES

Last Reviewed	July 2022
Next Review Date	October 2028
Ratified by the Headteacher	October 2025

HORSFORTH SCHOOL

Home Learning Procedures

1 Aim

The aim of this document is to give guidance to staff and all stakeholders around the expectations and procedures associated with Home Learning for students in all Key Stages.

2 Context

The Principles of Home Learning at Horsforth

After a review of the evidence, a consideration of the school ethos and an analysis of the socioeconomic characteristics of the students, the home learning procedures at Horsforth School, will be informed by the following principles:

- * Tasks should be precise, structured into departmental schemes of work and should be clearly related to ongoing classroom work or revisiting topics taught previously to improve knowledge retention.
- * Students with low prior achievement should not be given less home learning than higher-achieving students, but should be offered differentiated tasks
- * Home learning should be varied and allow for individual initiative and creativity to be harnessed through linking class learning to issues and realities beyond the classroom experience;
- * There should be ongoing staff guidance and support offered to ensure that the setting of home learning should not be to the detriment of students from disadvantaged backgrounds;
- * Home learning feedback should promote self-confidence and understanding as much as possible, whilst supporting with knowledge retention.
- * Homework will be set via ClassCharts so that parents can view it using the ClassCharts app and can monitor when it is due and what has been set. Students are also expected to record it in their planner.

KS3 (Year 7 and 8)

Home learning at KS3 should allow students to retrieve and recall key information and enable students to develop a deeper understanding of their core knowledge, whilst helping to develop independent learning strategies. To this end, home learning at KS3 will represent an approach where pupils will be encouraged to consolidate their learning through knowledge recall, practising key terms and independent home learning tasks.

Departments are expected to structure home learning into their schemes of work as per the homework frequency guidelines. All subjects, with the exception of Maths and Science, set their home learning through the KS3 homework booklets, accompanied by their knowledge

organisers to offer further support for students. Maths and Science use online learning platforms to allow students to consolidate their learning.

Home learning should provide pupils with an opportunity to develop interest and build skills relevant to the subjects they are exploring. The tasks will vary between individual departments, but at the core the work should encourage students to retrieve the key knowledge that they need to be successful in each subject area.

KS3 (Year 9)

Home Learning in Year 9 should follow a similar format to Year 7 and Year 8. Individual departments may choose to continue using homework booklets to allow students to recall key knowledge and to deepen learning, or may choose to use online learning platforms to support their consolidation of learning. As students embark upon their Depth Options, individual departments are free to set home learning as they see fit, and have the responsibility to ensure this is set in line with the allocated hours of home learning for each subject.

KS4

Due to the increased demands for depth of knowledge and higher order skills on KS4 students, home learning should deepen subject knowledge and understanding of the exam rubric to prepare students for the imminent challenge of linear courses. Students should be completing homework set by subject teachers as per the homework frequency guidelines e.g. knowledge recall, learning key terms, structured revision, practicing exam questions or creating flash cards and other revision related tools. To reflect this, individual departments and teachers will have the freedom to deliver home learning as they see fit and have the responsibility to ensure that it is planned into schemes of work, purposeful and where appropriate structured around giving pupils an enhanced understanding of exam rubric or revision techniques.

KS5

Due to the increased demands for depth of knowledge and higher order skills on post-16 students, home learning should deepen subject knowledge and understanding of the exam rubric to prepare students for the imminent challenge of the move to linear courses. Such learning can be achieved in a number of ways, and individual departments will (as with KS4 provision) have responsibility for developing departmental procedures. To be successful students must participate in on average 10 hours independent study per subject per fortnight, whether that be homework set by the subject teacher; student led learning e.g. reading preparation for the next lesson; learning key terms or group rehearsals or preparation for practical exams.

Frequency of Homework KS3:

Department	Taught hours per fortnight	Homework tasks per fortnight	Homework tasks per half term
English	7	2	
Maths	7	2	
Science	6	2	
Language	6	2	
Geography	3	1	
History	3	1	
Design	3	1	
RS	2		2
Computing	2		2
Art	2		2
Drama	2		2
Music	2		2

Frequency of Homework Years 9-11:

Department	Taught hours per fortnight	Homework tasks per fortnight	Homework tasks per half term
English	8	2	
Maths	8	2	
Science	9	3	
Language	5	2	
Geography or History	3	1	
Depth options	3	1	
RS	2		2

Marking & Feedback

There should be a practical and pragmatic approach to the marking of home learning. It is unlikely that individual pieces of homework will be marked with descriptors or grades (unless there is a particular need to do so, e.g. if the work is directly linked to examination technique). There is not an expectation that all pieces of homework will be marked and annotated however teachers will check that it has been completed and self and peer assessment will be used to deliver positive feedback and to showcase individual success.

As a general principle summative assessment should be conducted in classroom time when possible, rather than set for home learning.

The Role of Parents

Parents should be encouraged to influence home learning less by direct intervention but rather through creating a positive physical and social environment in which students can complete work, and provide encouragement. The school will communicate with parents to ensure they know how best to support their child's home learning, including suggestions on activities to promote if no home learning is set on a particular day. Parents are expected to check the

planner and Class Charts App to see if homework has been set and completed by their son/daughter.

Support within School

A range of cultural and socio-economic factors may prevent some students from accessing the kind of social and physical environment required for successful completion of home learning assignments. This should not represent a barrier to learning and the ongoing provision of homework club at lunchtimes and after school is available for all students. The following support is available for students:

- Homework club runs after school in the ELC
- Library is open at some break and lunchtimes for KS3 and 4 pupils
- Lunchtime study support for Year 11 pupils

Other subject-specific support is available, and individual departments should provide subject-specific support for students at all key stages, appropriately tailored to the demands of their subjects.

Roles and Responsibilities:

Leadership Team	To monitor departmental implementation and review the procedures every three years.
Team Leaders	To ensure that relevant home learning that complies with these whole school procedures is planned into schemes of work.
Classroom Teachers	To ensure that home learning is set according to departmental instructions and recorded on Class Charts
Learning Support Staff	To support pupils with home learning tasks as required
Form Tutors	To encourage students to take ownership of their learning both in and outside of the classroom, including discussing the quality of their home learning informally in tutor time.
Students	To ensure that all home learning is recorded in the school planner, including the deadline for completion/date to be handed in, and that it is completed to the best of his/her ability.

3 Evaluation

This policy/procedure will be evaluated every three years to ensure it is still fit for purpose. Circumstances may require more frequent modifications. On 8th May 2019, the Trustee Board delegated responsibility to evaluate and ratify this policy/procedure to the Headteacher.

4 Authors

This policy has been updated by CMA and ZMC in July 2025