



# Out of School Learning Policy

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JB	16/10/13		Oct 2014
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## **Out of School Learning/ Homework Policy**

### **Rationale**

**“Well organised homework can play a vital role in raising standards of achievement”**

The Standards Site

Out of School Learning is widely accepted as an essential and valuable element of the learning process. It should be seen not only in its traditional function of practice and reinforcement of classroom activities but as an opportunity to develop key skills for independent learning, such as research, planning, developing ideas and reflection.

### **Purpose and Principles**

The purpose of Out of School Learning is to:

- Encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own.
- Consolidate and reinforce skills and understanding developed in school
- Extend school learning - for example through additional reading
- Sustain the involvement of parents and carers in the pupils learning and keep them informed about the work the children are doing
- Manage particular demands within the curriculum, such as projects/ extended pieces of work

### **Delivery and Organisation**

- Out of School Learning activities should be set according to departmental Learning Plans. Homework is highlighted in yellow on every Learning Plan.
- Years 7 and 8 should be set 30 minutes per subject. This will be every week if the subject has more than one lesson per week and alternate weeks if there are fewer lessons. In Year 9, 40 minutes per subject per week will be set. Years 10/11 should have a minimum of one hour per subject per two week cycle, though this may be part of work that is done over a longer period.
- All homework should be photocopied onto yellow paper.
- The monitoring of the setting of homework is the responsibility of the Head of Department / key stage co-ordinator. All teachers need to keep a record of homework set which should be discussed with the HoD / SLT link each half term.
- Activities should incorporate a range of strategies to meet the needs of different learning styles and pupil ability
- Homework should be marked according to the criteria set out in the marking guidance.
- Praise should be given for all good pieces of work in the form of reward points or praise postcards for exceptional work.

The following procedures should be used for those pupils who do not do the homework.

- Pupils should be set homework in line with Learning Plans.
- A chance should be given for the pupil to bring the work in at a later date set by the teacher.
- Continued failure to complete homework is to be dealt with in departments initially by the teacher and then by the head of department/key stage co-ordinator.
- Persistent homework defaulters are to be reported to the appropriate Head of Year.