

**DARRICK WOOD SCHOOL
HOME LEARNING POLICY**

Reviewed: June 2026

Agreed: Date: June 2026

Next Review Due: June 2028

Person Responsible: Mr J Eynon

MISSION STATEMENT:

To provide home learning that will contribute to the raising of standards of achievement of all students

Customer Goal:

To set home learning which the students will be eager to complete to the best of their abilities

Curriculum Goal:

To impart the skills and knowledge necessary for success

School Community Goal:

To encourage a sense of pride in work done at home

Quality Goal:

To strive for the highest quality in the setting, completion and feedback of home learning

Purposes of Home Learning

Home learning is an essential and valuable part of learning. Well-organised home learning can play a vital role in raising standards of achievement. It is an essential way in which students can be prepared for tests and examinations, for independent learning and for lifelong learning.

- To encourage students to develop the skills, confidence and motivation needed to study effectively on their own;
- To consolidate and reinforce the skills and understanding developed in lessons;
- To extend school learning e.g. through additional reading;
- To sustain the involvement of parents in the management of students' and students' learning and keep them informed about the work students are doing;
- To allow the completion of coursework/non-examined assessments (NEAs) (where appropriate);
- For research;
- To prepare work for future lessons.

Home learning Tasks and Expectations

Home learning assignments should be carefully planned to fit in with schemes of work.

- They should have a clear objective and should be relevant and manageable within the time allocated;
- They should match the abilities of the students;
- They should encompass a range of different activities, over time, where suitable;

- They should not be regularly used for “finishing off” work started in class as this can place too heavy a burden on some children and too light a burden on others;
- Should be set on Teams, under assignments, for each correct class.

The tasks set might include:

- online (automatically marked) quizzes and assessments;
- factual or imaginative writing;
- drafting;
- reading;
- recall and review;
- flipped learning;
- fact finding / research;
- illustration;
- map work;
- preparing a presentation;
- report writing;
- investigation;
- always set on Teams in the Assignments area for each correct class. Where Microsoft Teams may become unavailable due to technological issues, staff may set home learning via the school email system (Outlook) or, where this is also unavailable, in student contact books. Sixth Form student should note down home learning tasks in their own planners or notebooks in this instance.

Teachers should ensure that students have the skills necessary to enable them to complete the task successfully. Each faculty/department must provide detailed guidance for staff on the types of home learning which might be set, the frequency of assessment and the methods of feedback available. Teachers should set time aside in lessons to explain home learning fully, writing it on the board, and ensure that students use Teams every afternoon after school to understand the task. Realistic deadlines for completion should be set.

There should be high expectations of students in completing home learning. They must be given prompt and appropriate feedback so that their learning will benefit. This may be oral, automated, written/typed or through whole-class feedback. Individual feedback can be given efficiently on Teams, using the Assignments function. Targets and comments on how to improve should be used when appropriate. Consistent sanctions must be applied to those who do not complete home learning, as set out in School policies.

Teachers should provide opportunities, where appropriate, for home learning to be a formally assessed piece of work (such as online quizzes) thus increasing the value placed upon it by students. The marks from this type of home learning can be used to inform current level and grade collections, including the knowledge and understanding assessment criteria at Key Stage 4 and 5. Other assessment objectives can be assessed in suitable ways.

Allocated time of home learning to be set is outlined below for each year group. Subject teachers must adhere to this and have regard to it when setting deadlines for the completion of home learning. Students are expected to check their assignments on Teams every weekday afternoon, after school, during term time to manage their home learning appropriately.

Students may use the Reading Realm and Sixth Form students the Resource Centre after school for home learning tasks. They are open until 4.20 each afternoon. The Resource Centre stays open longer just before and during examinations enabling students to stay at School longer and revise.

Students with Special Educational Needs

Students with SEN have a right to share fully in the work of the class, including home learning which must be differentiated accordingly. It is important to balance this with their individual learning needs. These needs may include consolidation and reinforcement of specific skills. Teachers should liaise

with the SENCo, Deputy SENCo and Access Co-ordinator where appropriate. The setting of home learning should not be left until the end of the lesson as this can disadvantage students with special needs. It may be helpful for the teacher or LSA to write home learning into the planner, and ensuring it is on Teams clearly explained ensures accessibility to those who require it. Home learning tasks should be adapted to ensure they are personalised for student's learning requirements. Home learning tasks, for example, should not take longer for one student than another – students should be supported and differentiated for so that they can all complete their personalised home learning within the time frames suggested below.

Monitoring the Setting and Marking of Home learning

Subject teachers should check that students are accessing the set assignments on Teams.

Heads of Faculty/Department should carry out regular checks of exercise books and view Teams with their colleagues to ensure that home learning is being set, with feedback given, and meets the guidelines above.

Form Tutors should check that students are able to access Teams assignments and should follow up with the subject teacher, Head of Department or Achievement Co-ordinator cases where home learning appears to be regularly not set.

The Senior Leadership Team and the Achievement and Assistant Achievement Co-ordinators will carry out regular checks of Teams, exercise books and any online learning.

Parents are asked to:

- check the weekly email from Teams to monitor the home learning set and completed;
- provide a reasonably quiet, suitable place where students can do their home learning;
- encourage students with home learning;
- praise them on completion, where possible;
- expect deadlines to be met.

Guidelines on the amount of time to be spent on home learning

Year 7 and 8	10-15 minutes of home learning per hour of teaching per subject
Year 9	15-20 minutes of home learning per hour of teaching per subject
Year 10 and 11	20-25 minutes of home learning per hour of teaching per subject
Sixth Form	Up to 1 hour of home learning per hour of teaching per subject.

Please adapt your home learning activities and expectations for SEND students, using the available information for each student and personalising to ensure that the students will not spend an unacceptable amount of time trying to complete home learning activities that others will complete in a reasonable amount of time. Please also consider high prior attainers and personalise home learning that is suitably challenging.

Examples of how the home learning allocated time might be used by a subject, for a Year 7 student:

Model 1	Model 2	Model 3
15 minutes review and recall Teams quiz after every lesson	25 minutes on a flipped learning comprehension activity every other lesson	45 minutes for a home learning research project over a period of 4 lessons (over a 2 week period, for example)

Examples of how the home learning allocated time might be used by a subject, for a Year 12 student:

Model 1	Model 2	Model 3
60 minutes homework, after a lesson, completing a flipped learning activity ready for the next lesson	90 minutes allocated to reading and research, followed by a 30 minute allocation of home learning to complete practice questions on Teams over a two lesson period	180 minutes to research and complete a practice research essay over a three-lesson period