

# St Hugh's Communication and Interaction Specialist College

## Home-Study Policy

### **1. INTRODUCTION**

- 1.1 This policy document sets out the school's aims, principles and strategies for the delivery and implementation of Home-study.
- 1.2 The school policy for Home-study reflects the consensus of opinion of the whole teaching staff and has been made available to the Governing body.
- 1.3 The implementation of this policy is the responsibility of all teaching and non-teaching staff.

### **2. THE NATURE OF (SUBJECT / CURRICULUM AREA)**

- 2.1 Home-study refers to any activities or work which pupils are asked to do outside of the normal school day that contributes to their learning, in response to guidance from the school.
- 2.2 Through this policy we aim to:
  - Use home-study as a tool to help continue to raise standards of attainment.
  - Provide opportunities for parents/carers, pupils and the school to work together in partnership in relation to children's learning.
  - Reinforce work covered in class by providing further opportunities for individual learning.
  - Practise and/or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
  - Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
  - Encourage pupils and their parents and carers to share and enjoy learning experiences.
  - Ensure consistency of approach throughout the school.
  - Encourage pupils to develop the responsibility, confidence and self-discipline needed to study independently.
  - Ensure that parents and carers are clear about what their child is expected to do.

### **3. ENTITLEMENT.**

- 3.1 "Home-study is part and parcel of a good education along with high quality teaching and strong discipline." DfE 2012

At St Hugh's School, we also acknowledge the important role of play and free time in a child's growth and development. While home-study is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop

their interests and skills to the full only when parents and carers encourage them to make maximum use of the opportunities available outside school.

- 3.2 Some of our pupils may require additional support to complete their home-study, placing extra demands on parents and carers. It is also understood that home-study is not always appropriate for pupils or in all family situations and families should not be concerned if home-study is not completed for these reasons.

#### **4. IMPLEMENTATION.**

- 4.1 The application of our Home-study Policy will vary according to the age and ability of our pupils. Teachers are responsible for the setting of home-study which is differentiated to suit the needs and abilities of individual pupils'.

Expectations are as follows:

|                         |                                                 |
|-------------------------|-------------------------------------------------|
| Year 7/8                | 60 minutes per week (3 x 20 minute activities)  |
| Y9 (lower ability)      | 60 minutes per week (3 x 20 minute activities)  |
| Y9 (higher ability)     | 90 minutes per week (3 x 30 minute activities)  |
| Y10/11 (lower ability)  | 60 minutes per week (3 x 20 minute activities)  |
| Y10/11 (higher ability) | 150 minutes per week (3 x 50 minute activities) |

Within each of these activities it is expected that English, Mathematics and one other subject is the focus of home-study each week.

- 4.2 St Hugh's aims for our teaching to enable our pupils to develop independent learning skills and we believe that the completion of home-study is a method of acquiring this essential skill. Home-study tasks and activities and the subsequent completion date will be recorded in the home/school journal. Teacher's will keep a record/log of home-study set and will give prompt and appropriate feedback to pupils, following the school's Marking Policy.
- 4.3 St Hugh's School recognises that the intrinsic value of home-study activities outweighs the precise amount of time devoted to activities. The time allocations are only a suggestion and depend on the type of home-study set and the needs of individual pupil.
- 4.4 Specific issues related to the use of commercial schemes – not applicable.
- 4.5 Home-study tasks and activities will take into account the range of pupils' abilities.
- 4.6 To provide an equal and appropriate challenge to pupils, home-study will be differentiated on the basis of prior assessment.
- 4.7 Specific issues related to the teaching of the under 5's – not applicable.
- 4.8 Home-study tasks and activities for pupils with SEND may include consolidation and reinforcement of specific basic skills. Expected outcomes will be clearly stated to provide support not only for pupils but for those supporting within the home environment.

- 4.9 Home-study activities can be accessed by pupils and parents via the VLE (Virtual Learning Environment) within the school website.
- 4.10 All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St Hugh's School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.
- 4.11 Cross curricular themes will always be considered when setting home-study.
- 4.12 Specific issues related to Health & Safety – not applicable.
- 4.13 It is the policy of the staff and governors at St Hugh's School to encourage and support liaison between home and school. We see home-study as an important example of cooperation between teachers and parents and carers. Home-study encompasses a whole variety of activities instigated by teachers and parents and carers to support the pupil's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with home-study. Parents and carers make a significant contribution to their children's education in many other ways; by talking about their feelings and experiences, making things, encouraging their children to help around the house, visiting places of interest, taking walks, listening to music and singing together and watching television together. A home-study agreement will guide and support parents and carers to become actively involved in the home-study set for their child.
- 4.14 Effective management of home-study will be supported by St Hugh's. Banks of home-study tasks and activities will be built into medium-term planning, with subject leaders ensuring that teachers have access to appropriate resources and materials. The use of the Home/School journal will continue to support effective liaison between school and pupils and their parents and carers. A bank of resources will also be available on the VLE.

## **5. ASSESSMENT.**

- 5.1 Home-study tasks and activities given out and returned to school will be recorded on logging sheets. Appropriate feedback will be given as quickly as possible with all work returned marked according to the marking policy with comments from the teacher giving feedback on performance. Class based work or simple testing; ie spellings or multiplication tables will also support this process.
- 5.2 Evidence of pupils completed home-study will be retained either in specific home-study folders or within subject specific files/books.

## **6. BACKGROUND DOCUMENTATION.**

- 6.1 The Importance of Teaching: Schools White Paper Nov 2010  
Education Secretary Speech to ACSL supported by DfE 2012