



**The John Roan School**  
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# HOME LEARNING POLICY

Date of Last Review – May 2022

Review Frequency – 1 Year

Review Date – May 2023

Person responsible for the Policy – N. Sterling-Smith

Ratified by Governors 10<sup>th</sup> July 2023

## Introduction

At the John Roan School we believe home learning has an extremely important role to play in providing an excellent education. Learning does not only take place during lessons. Lessons are just one part of the flow of building schemas, exploring ideas and practising. It is therefore important the time our students spend between their lessons is used constructively.

## Home Learning Aims:

- ❖ All students at The John Roan are provided with opportunities through home learning to foster independent learning, develop powerful knowledge and master concepts, cultivate resilience and develop self-regulated learning.
- ❖ All students at The John Roan are ambitious, strive for excellence and therefore complete all home studies because they want to and not because they are told to.

## What does the research tell us about the importance of Home Learning?

Evidence from the EEF shows that, on average, home learning adds five months' additional progress over five years of secondary school. Therefore, to ensure that our students make as much progress as possible, it is essential that the home learning we set is well planned and purposeful.

Our Home Learning Policy at the John Roan School is based on Rosenshine's Principles, set in small steps over time to enhance a student's working memory, resulting in lasting long-term memory.

*'Unless we review what we've learned, our memory of that information diminished: we remember fewer details, fewer connections and find it harder to retrieve what we previously learned. Retrieval practice supports building our long-term memory and our level of fluency in recall'. (Rosenshine's Principles in Action)*

## Important messages to key stakeholders

**Students:** Home learning is just as important as learning within the classroom. It is proven that those who engage with home studies will secure improved academic outcomes, character development and will embody The John Roan PRIDE values: determination, involvement and excellence. We run a home learning club every Monday to Thursday after school to support students with completion of tasks set, if they are unable to complete these at home.

**Parents:** We ask that parents support children at home with their studies through monitoring Satchel:One and talking to their child about their home learning each week. Parents are supported through Satchel.one; this is a central system for tracking all home learning that has been set for their child and completed by their child.

**Teaching staff:** Encourage students to embrace the home learning set and complete it on time. To ensure home learning is purposeful, staff should aim to link home learning directly with learning taking place in the classroom or revision for assessments. There is a link between strong engagement at home and positive outcomes both in terms of academic progress and character development. See Key Stage overview for more support.



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### Examples of Home Learning tasks:

- ❖ Low stake quizzes
- ❖ Exam style questions
- ❖ Flipped learning (activities students will need to engage with in preparation for the next lesson) such as reading extracts, watching a video clip, practicing a skill, revising spelling
- ❖ Completing case study questions
- ❖ Creating revision materials
- ❖ Independent research task

### Home Learning should be set:

- ❖ During the lesson, with adequate time to fully explain the task to students and allow for students to ask any questions regarding the work set.
- ❖ On a week by week basis according to the class teacher. This will inform students of which subject is being set on each day via Satchel:one to support them with organisational skills and prioritisation of home learning tasks. This will also allow students to have a full week to complete home learning tasks, for example if work is set during History on a Tuesday, the work will be due the following week in History on a Tuesday.
- ❖ Students will be given instruction on Satchel:one informing them to either hand in their work in class or online.
- ❖ Staff may set challenge tasks and additional holiday work to develop confidence and stretch students further, this will be set as Flexible tasks on Satchel:one which do not require a submission as seen in the image below.
- ❖ Setting will appear on [https:// www.Satchel:one.co.uk](https://www.Satchel:one.co.uk).

### Recommended lengths of time for each piece of homework:

	Time per piece of homework	Maximum time spent across a week	Frequency of setting per subject
7 & 8	30 minutes -1 hour	5 hours	Weekly
9	30 minutes -1 hour	6 hours	Weekly
10 & 11	30 minutes -1 hour	6 hours	Weekly
12 & 13	6 hours per subject	18 hours	Weekly

### *Example weekly Home Learning timetable (KS4)*

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject set & due	Option block B	Option block A	Science	Maths	English Option block C



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The screenshot shows the 'Create task' interface. On the left is a sidebar with navigation options: Dashboard, My classes, Calendar, Timetable, Behaviour, Detentions, My drive, Community resources, My resources, Documents, Reports, Notice board, Wellbeing audit, and Support. The main area contains five task creation cards:

- Assignment:** Set a task and collect submissions online or in class.
- Classwork:** Set classwork, share lesson resources and add video links for distance learning.
- Quiz:** Create multiple-choice questions for your students to answer.
- Differentiated:** Separate tasks into categories for more engaging homework.
- Flexible task:** Set a task that does not require a student submission. (This card is circled in blue in the image.)

## What do the [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk) ratings mean?

SMHW Rating	Comment	Criteria
1	<b>Excellent</b>	Completed on time and completed with ambitious standards. This homework goes above and beyond the expectations of the teacher.
2	<b>Good</b>	Completed homework on time to the appropriate standard.
3	<b>Requires Improvement</b>	The homework is incomplete, or the quality is disappointing.
4	<b>Cause for Concern</b>	The homework has barely been attempted.
<b>Red Dot</b>	<b>No homework</b>	The homework has not been brought to lesson (or completed online if that is what was required).

### When Home Learning is collected:

- ❖ It should be reviewed by the teacher for effort in class, even when in conjunction with peer or self-assessment for quality.
- ❖ If it involves written responses, these should be clearly labelled as home learning in students' books.
- ❖ Once tasks are handed in, the submission is recorded, and effort is graded on this website 1-4 (1-excellent – 4-cause for concern) (although tasks such as spelling tests/online quizzes provide a % score automatically) (image below). Please note, to view quality of work/grades for Sparx or Seneca, you will need to login to the home learning platforms.



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Year Group Overview

YEAR 7 & 8		
Term	Home Learning	
Autumn 1	<b>Year 7 Autumn 1 Transition</b>	<b>Year 8 Autumn 1</b>
	<b>Core (English, Maths and Science) once a week</b> <i>Note: no sanctions for incomplete home learning in Autumn 1, but this is logged on Satchel and parents will be notified</i>	<b>5 pieces of homework a week</b> <i>Each week students will have English, Maths and Science. Their other subjects will be on rotation. Home learning will be utilised for consolidation and deepening of learning.</i>
Autumn 2	<b>Core once a week</b> <i>Note: whole school sanction policy, as outlined below, is followed for all year groups including year 7.</i>	
Spring 1	<b>5 revision pieces of home learning a week</b> Each week students will have English, Maths and Science. Their other subjects will be on rotation. An explicit focus on revision and preparing them for Mid-Year assessments will be present over this period. <i>Note: over the assessment window, sanctions for no home learning will not be logged to support students' independent revision and prioritising their time according to exam timetables.</i>	
Spring 2	<b>5 pieces of home learning a week</b> Each week students will have English, Maths and Science. Their other subjects will be on rotation. Home learning will be utilised for consolidation and deepening of learning. Where appropriate, adapted or additional home learning can be utilised following Mid-Year assessment data.	
	<b>Above &amp; Beyond Project</b> Students in Year 7 and 8 will be given a cross curricular project across Spring 2 (following the end of Mid-Year assessments). Ideally this will link to the PSHE curriculum and/or the wider community. For students who participate, they will receive an Above & Beyond recognition. This will be available for all students on Satchel:one and introduced in assembly/tutor time.	
Summer 1	<b>5 revision pieces of home learning a week</b> Each week students will have English, Maths and Science. Their other subjects will be on rotation. An explicit focus on revision and preparing them for End of Year assessments will be present over this period.	
Summer 2	<b>5 pieces of home learning a week</b> Each week students will have English, Maths and Science. Their other subjects will be on rotation. Home learning will be utilised for consolidation and deepening of learning. Where appropriate, adapted or additional home learning can be utilised following End of Year assessment data. <i>Note: over the assessment window in Summer 2, sanctions for no home learning will not be logged to support students' independent revision and prioritising their time according to exam timetables.</i>	
	<b>Above &amp; Beyond Project</b> Students in Year 7 and 8 will be given a variety of projects across Summer 2 (following the end of assessments). For students who participate, they will receive an Above & Beyond recognition. This will be available for all students on Satchel:one and introduced in assembly/tutor time.	



YEAR 9	
Term	Home Learning
Autumn 1 & Autumn 2	<b>6 pieces of home learning a week</b> Each week students will have English, Maths and Science. Their other subjects will be on rotation. Home learning will be utilised for consolidation and deepening of learning.
Spring 1 & Summer 1	<b>6 revision pieces of home learning a week</b> Each week students will have English, Maths and Science. Their other subjects will be on rotation. An explicit focus on revision and preparing them for Mid-Year assessments will be present over this period. <i>Note: over the assessment window, sanctions for no home learning will not be logged to support students' independent revision and prioritising their time according to exam timetables</i>
Spring 2	<b>6 pieces of home learning a week</b> Each week students will have English, Maths and Science. Their other subjects will be on rotation. Home learning will be utilised for consolidation and deepening of learning. Where appropriate, adapted or additional home learning can be utilised following Mid-Year assessment data.
Summer 2	<b>6 pieces of home learning a week</b> Each week students will have English, Maths and Science. Their other subjects will be on rotation. Home learning will be utilised for consolidation and deepening of learning. Where appropriate, adapted or additional home learning can be utilised following End of Year assessment data. <i>Note: over the assessment window in Summer 2, sanctions for no home learning will not be logged to support students' independent revision and prioritising their time according to exam timetables</i>
Stretch and Challenge Tasks	To further stretch and enrich students knowledge of the curriculum, teachers may set flexible tasks on Satchel: One, these are not compulsory. All students who complete this will be rewarded via our above and beyond reward system

Key Stage 4: YEARS 10 & 11	
Term	Home Learning
Autumn 1, Autumn 2, Spring 2, Summer 2	<b>6 pieces of home learning a week</b> Each week students will complete one piece of home learning from each of their subjects (except Core PE). This will be given on a weekly timetable such that each subject's home learning is given and set on the same day, one week apart. Home learning will be utilised for consolidation and deepening of learning. In general, this is Maths, English, Science and their 3 Options from Block A, B and C. <i>Note: over the assessment window in Summer 2, sanctions for no home learning will not be logged to support students' independent revision and prioritising their time according to exam timetables</i>
Spring 1, Summer 1	<b>6 revision pieces of home learning a week</b> Each week students will have revision focused home learning in each of their subjects. This will follow the same home learning timetable with ensures a week between setting home learning and the due date. An explicit focus on revision and preparing them for Mid-Year assessments will be present over this period. <i>Note: over the assessment window, sanctions for no home learning will not be logged to support students' independent revision and prioritising their time according to exam timetables</i>
	<b>Stretch and Challenge Tasks</b> To further stretch and enrich students knowledge of the curriculum, teachers may set flexible tasks on Satchel: One. All students who complete this will be rewarded via our above and beyond reward system <b>Above &amp; Beyond: Creative Tasks</b> Students in Years 10 (Summer 2) will be given the opportunity to explore one of their subjects creatively through these tasks. For students who participate, they will receive an Above & Beyond recognition. These will be available for all students on Satchel:one and introduced in lessons.








## **Key Stage 5 Home Learning**

At The John Roan Sixth Form we aim to teach students to become independent learners who use their private study time effectively. Students will be given guidance and support with creating revision schedules, effective note taking, essay writing and academic literacy, but will also be expected to practise and demonstrate these in their home learning. As a benchmark, students should expect to receive an amount of home learning per subject that is equivalent to the number of contact hours that they receive in school: six hours per subject which amounts to 18 hours per week. All home learning will be set for students using Satchel: One, which is available as an app which can be accessed via a mobile phone, or as a website that can be accessed via a computer. In some instances, home learning will be set on software including Microsoft Teams. However, instructions for any home learning set on these platforms will be repeated on Satchel: One to ensure consistency.

### ***Examples of KS5 Home Learning***

<b>Revision</b>   Revision home learning tasks will enable you to consolidate your learning and eliminate gaps in subject knowledge, helping you to prepare for your exams.	<b>Application</b>   Application home learning tasks test for understanding of recently- acquired subject knowledge and develop your technique for exams.	<b>Flipped-Learning</b>   Flipped learning home learning tasks ensure that you are able to access challenging subject material and allow you to progress quickly through your course.
<ul style="list-style-type: none"> <li>✓ Consolidating notes / developing Cornell notes</li> <li>✓ Creating mind maps and flashcards</li> <li>✓ Creating / revising from knowledge organisers</li> <li>✓ Creating glossaries of terms</li> <li>✓ Creating flow charts</li> <li>✓ Creating a topic quiz</li> <li>✓ Revising for a topic quiz</li> <li>✓ Completing past papers</li> </ul>	<ul style="list-style-type: none"> <li>✓ An essay or question plan</li> <li>✓ An essay question</li> <li>✓ Completing past papers</li> <li>✓ Preparing a presentation for a lesson</li> <li>✓ Completing coursework or another assignment for a deadline</li> <li>✓ Independent or guided research on a lesson topic</li> <li>✓ Completing a topic quiz</li> </ul>	<ul style="list-style-type: none"> <li>✓ Preparation of notes in advance of a next lesson</li> <li>✓ Answering comprehension questions ahead of a new topic</li> <li>✓ Preparing a presentation for a lesson</li> <li>✓ Independent or guided research ahead of a lesson</li> </ul>



## Sanctions

The John Roan School is unapologetic in ensuring the best in everyone. We have therefore provided opportunities for students to engage with home learning and raise any concerns or barriers before receiving a sanction through polite reminders and updates on completion via Satchel:One and 1<sup>st</sup> warning notices. During the parental meeting stage, the student will make an agreement to complete home learning, and this will be witnessed by the member of staff and the parent/carer:

*Please note that parental consent is not required for a detention set due to home learning. For more information, please see link :[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf) (paragraph 65-69).*

Students will still need to complete the home learning that they have been set a detention for. They will be given the opportunity to complete at least some of this work during the detention time that day. Subject teachers will offer support where necessary. Students will be expected to attend home learning club as a compulsory measure if they consistently fail to complete home learning.

Amount of Home Learning Missed	Sanction and Intervention
1	<b>Missed Home Learning</b> Teachers label the home learning as not submitted on Satchel:one. This initiates an automatic email to parents, notifying them that the task is incomplete.
2	<b>First Warning</b> Teachers will record a first warning on Arbor, after having a discussion about the importance of completing home learning tasks.
3	<b>Detention</b>
4	<b>Detention &amp; Parental Conversation with teacher</b>
5	<b>HoD Intervention - Report</b>
6	<b>SLT to monitor</b>

## Rewards

Home Learning Engagement	Reward
1	<b>PRIDE Values Points</b> For every home learning that meets expectations (good to outstanding quality) and frequent submission, students are awarded a level 1 positive on Arbor.
2	<b>Excellent PRIDE Values</b> For any home learning that is excellent and goes above expectations (such as above and beyond projects, outstanding work or completion of stretch and challenge tasks), students are awarded a level 2 positive on Arbor. <i>Note that level 1 and 2 home learning positives will be tracked throughout the year and the highest achievers in each year group (?) will go on a rewards trip in recognition</i>
3	<b>Above and Beyond</b> For any students who participate in the additional projects and tasks, they will be awarded an 'Above and Beyond' level 3 positive, which includes an Arbor email home. Where appropriate, the best outcomes will also be publicized in the school newsletter and assemblies and a half termly celebration





## Equality Impact Assessment

We have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sex, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership). An EIA needs to consider:

- *Would the change impact differentially on pupils/ staff with protected characteristics? Positively or negatively?*
- *How do I know that?*
- *What could I do to mitigate any differential or negative impact?*
- *Is this still the right thing to do?*

<b>WHAT ARE THE OVERALL AIMS OF THE CHANGE? WHY ARE YOU PROPOSING IT?</b>	The aim of this policy is to provide a framework to ensure that the home learning policy has the procedures and guidelines in place to ensure that all stakeholders are fully supported.
<b>GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES DOES YOUR DATA/ INFORMATION HIGHLIGHT?</b>	Everybody is included within this policy, and all groups are given equability in regard to their needs and provisions.
<b>HOW COULD THE PROPOSED CHANGE IMPACT POSITIVELY/ NEGATIVELY ON GROUPS WITH PROTECTED CHARACTERISTICS?</b>	This has a positive impact on all groups with protected characteristics as they are ensured equal treatment and provision based on their needs. Risk assessments may be carried out to ensure that this is the case and provisions maybe altered to accommodate specific needs.
<b>WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY NEGATIVE IMPACT?</b>	No negative impact to having this policy
<b>IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?</b>	No negative impact to having this policy
<b>RECORDING FINAL DECISION</b>	This policy will go to governors for approval

**Incorporate any actions identified into overall academy level strategic/ action plans, as appropriate.**



## **Student and Parent FAQs**

### ***How do I know whether my child has completed their home learning?***

Teachers are expected to confirm which students have completed work using the submission tab in Satchel:one. Parents will receive reminders about upcoming home learning tasks and progress on completion of tasks set. Parents will also be able to view the rating of the home learning completed.

### ***How can I view what work is due for the week?***

On the Satchel:one Dashboard

### ***What support is there in school to support with home studies***

If students need further clarification on home learning tasks, they should speak with their teacher or Head of Department for support.

Students can attend home learning club every Monday – Thursday for support with home learning in school

### ***What do I do if I cannot access my home learning?***

Do not wait until the day of the deadline, inform your teacher, tutor and/ or Head of Year in advance for them to support you with meeting the deadline

### ***Where can I access Satchel:one?***

Via the school website and you can download the app on your phone using your username and password

### ***What happens if a student continues to disengage with home learning?***

The parent meeting is designed to support students to reengage with home learning once targets are discussed and agreed by all stakeholders.

### ***How do I know if my child has been sanctioned or rewarded for home learning?***

Parents can view sanctions and rewards (Pride points) on Arbor



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