

**Home Learning Policy**

**Type:** Policy

**Status:** Non-Statutory

**Issue Status:-**

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**Approved:** Rick Carroll, Principal 27th January 2023

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Available publicly on Website: **Y**/N

**Review Date: January 2024**

**Thomas Deacon Academy Home Learning Policy**

**1. Policy statement**

1.1 At Thomas Deacon Academy, all students are expected to do home learning regularly as outlined in the policy.

1.2 We aim to foster a culture where students, parents and all stakeholders value home learning and understand its contribution to students’ success as learners.

1.3 Home learning should enable students to be curious in different subject areas and show commitment in their ability to complete home learning in a timely manner. We expect every child to show confidence in completing their home learning weekly using **Microsoft Teams** and other digital packages.

**2. Purpose of Home learning**

2.1 At TDA, home learning supports and encourages students to develop independent study skills, organisational skills, effective time management and self-discipline. Our home learning policy is designed to support students with developing the knowledge and cultural capital they need to succeed in life as well as provide them with opportunities to further consolidate the skills they develop in lessons. We aim to promote blended learning (digital and teacher led) through both in-academy and at home learning.

2.2 All home learning is carefully matched to the school curriculum so that it contributes to learning in the classroom.

**3. Types of home learning**

3.1 At all key stages, students will access their home learning via TEAMS, where they will be directed to digital resources to support learning and to further support consolidation. Home learning is also documented on EduLink One, this is taken from information assigned on Teams.

3.2 Digital platforms are utilised for all home learning across all Key Stages.

**KS3**

3.3 At KS3 students will be set all home learning weekly via TEAMS assignments. This will also show on the student and teacher’s individual TEAMS calendars and on EduLink One.

3.4 Students will receive **one** home learning assignment per week in English, Maths and Science using either Sparx or Tassomai. They will also receive one digital home learning assignment of 30 minutes per fortnight from Art, History (through Seneca) and Dance and drama. Support sessions for this will run every afternoon (expect Wednesday) in Year group or Key Stage computer rooms, staffed by TDA tutors so if a student is unable to access these programmes at home, they can complete the work in the academy.

**KS4**

3.5 At KS4, students will receive **one home learning assignment per fortnight** in each subject they study, a total of up to 9 subjects. Each assignment **should last up to one hour**. Further to this, students have access to online learning platforms GCSE POD, Tassomai and Sparx (as well as other digital resources) for all subjects, which they can use independently to further their own learning and revision.

3.6 Students will be set all home learning weekly via TEAMS assignments. This will also show on the student and teacher’s individual TEAMS calendars and on EduLink one under the ‘Home Learning’ tab.

**KS5**

3.7 At KS5, students should complete **10** home learning hours per fortnight for each subject they study. These could be made up of a single or multiple assignments and should be completed in Study Periods as well as at home.

3.8 In addition to this, the following types of home learning may be set:

• research, including use of internet;

• consolidation of learning activities;

• pre-lesson in learning - e.g. read an article, make notes, watch video etc;

• reviewing the work covered that week;

• studying and learning notes/vocabulary;

• drafting and redrafting work;

• watching or listening to YouTube videos/podcasts;

• collecting information from newspapers, etc;

• projects;

• preparing for presentations.

3.9 Students are expected to manage their time well and are expected to do one hour of independent study for every hour of classroom study. They are afforded some of this time during the school day.

3.10 Students will be set all home learning weekly via TEAMS assignments. This will also show on the student and teacher’s individual TEAMS calendars and also on EduLink One.

3.11 Further to the expectations outlined above, KS5 students should be doing some wider reading.

**4. Support and monitoring**

All Key Stages

4.1 Students that struggle to access Microsoft Teams for their home learning need to communicate this to their tutor. The tutor will then provide the student with a home learning diary to aid organisation of home learning.

4.2 Students have their home learning checked by their class teacher and non-completion is logged via EduLink One by the classroom teacher. This is further monitored by subject leaders and form tutors. Students who fall behind with expectations will attend a 30 minute ‘care and consolidation’ session the day after non-completion, where they will have the opportunity to catch up with their home learning in an IT room. The home learning Care and Consolidation session will take place the day after non-completion and parents will be informed via EduLink One. Students who are consistently meeting these expectations are rewarded at the tutor/house/subject discretion.

4.3 Students will receive feedback on their home learning. This could be instant feedback if they are using a digital resource which is then followed up by the teacher or department, or feedback given in class leading to Feedback Improvement Time tasks.

**5. Role of parents/guardians**

5. All Key Stages

5.1 Parents/Guardians should check their child’s TEAMS site or EduLink site for their calendar of expected assignments, to support their child with managing their time effectively. They should also ensure there is a quiet space available for their child to study away from any distractions.

**6. Role of leaders**

6.1 HODs and HOY are responsible for ensuring all home learning has been uploaded onto Teams, to ensure clear communication around expectations of home learning for each subject area.

6.2 Support guides and documents need to be saved under the relevant assignment on TEAMS to help parents support their child whilst learning at home.

6.3 HODs and their teams are responsible for all KS3 home learning. HODs/SLs should ensure that KS3 students have access to Teams. They should ensure ‘care and consolidations’ are logged for any students who miss deadlines. Tutors will ensure students understand if they need to attend a C&C session.

6.4 HODs and their teams are responsible for all KS4 and KS5 home learning. Through working with their team, they should ensure 100% completion of KS4/KS5 home learnings each week. They should ensure ‘care and consolidations’ are logged for any students who miss deadlines.

6.5 Senior leaders have an overview of home learning across the academy and ensure that the impact of home learning is reviewed regularly.

7. Remote Learning

7.1 If the need should arise for students to work remotely, work will be set using Teams as per other home learning.