

# Home Learning Guidelines



## 1. Introduction

At Oasis Academy Immingham, we believe that home learning is a crucial part of the learning process and plays a significant role in developing students' independent learning skills and reinforcing classroom learning. This policy outlines our approach to home learning, ensuring it supports our educational goals and aligns with the best practices outlined by the Education Endowment Foundation (EEF).

### Education Endowment Foundation (EEF) Research

***1. Home learning has a positive impact on average (+ 5 months), with pupils in secondary schools on their achievement.***

***2. It is important to support home learning.***

We provide each student with an iPad to access their home learning and a quiet home learning space after school in the library and other classrooms as required

***3. Home learning that is linked to classroom work is more effective. In particular, studies that included feedback on home learning had higher impacts on learning.***

We link our home learning to our curriculum, focussing on recap, retrieval and flipped learning activities.

***4. It is important to make the purpose of home learning clear to pupils***

We make this clear by using our platform to communicate this clearly to students. Examples include 'to increase a specific area of knowledge', or 'to develop fluency in a particular area'.

- According to the EEF's report on home learning, effective home learning should be purposeful and manageable, focusing on practice rather than introducing new material. Our policy reflects these principles by ensuring that home learning is designed to reinforce learning rather than overwhelm students with excessive tasks.
- The EEF highlights that feedback is crucial for effective home learning, and our practice includes regular, constructive feedback to support student improvement.

## 2. Objectives of Home learning

- **Reinforce Learning:** Home learning provides students with opportunities to consolidate and extend their classroom learning.
- **Develop Independent Learning Skills:** It encourages students to take responsibility for their own learning and to manage their time effectively.
- **Foster a Partnership with Parents:** It keeps parents informed about their child's learning and provides them with opportunities to support their child's education.

# Home Learning Guidelines



## 3. Home learning Guidelines

### 3.1 Frequency and Duration

- **Key Stage 3 (Years 7-9):** Students should expect approximately ½ -1 hour of home learning per evening, with tasks set across various subjects. Home learning will be assigned at least once per week for each core subject of English, Maths and Science and once per fortnight for History, Geography and French. Other KS3 subjects will set home learning appropriately.
- **Key Stage 4 (Years 10-11):** Students should expect approximately 1-1.5 hours of home learning per evening, with more frequent and varied tasks in preparation for their GCSEs. Home learning will be assigned regularly for each subject, including option subjects. As a guide it will be assigned at least once per week for each core subject of English, Maths and Science and once per fortnight for Ebacc subjects of Humanities/French.

Key Stage	Frequency	Subject
<b>3</b> <b>½ - 1 hour per evening</b>	Once per week	English, Maths, Science, French
	Once per fortnight	History, Geography
	Appropriately	Other KS3 subjects
<b>4</b> <b>1 – 1 ½ hours per evening</b>	At least once per week	English, Maths, Science
	At least once per fortnight	Ebacc Subjects
	Appropriately	Option subjects and RS

### 3.2 Types of Home learning

- **Practice and Reinforcement:** Tasks that help students consolidate and practice what they have learned in class.
- **Extension and Enrichment:** Activities that extend students' learning and encourage further exploration of subjects.
- **Research and Project Work:** Assignments that require independent research and the development of projects over time.

# Home Learning Guidelines



## 3.3 Setting and Monitoring

- Home learning will be set using our online systems. Including but not limited to:
  - Microsoft Teams
  - SPARX Maths
  - GCSE Pod
- Home learning will be set with clear instructions, deadlines, and success criteria. Teachers will ensure tasks are meaningful, related to the delivered curriculum and varied to maintain engagement and effectiveness.
- Teachers will monitor the completion and quality of home learning through regular reviews and feedback, addressing any issues promptly.

## 4. Home learning and Assessment

- Home learning will be assessed based on its relevance, accuracy, and effort. Feedback will be provided to help students improve and understand their progress.
- Formative, in-class assessments and summative assessments, including mock exams and end-of-year tests, will complement home learning assessments to provide a comprehensive picture of student achievement.

## 5. Support and Resources

- **Student Support:** Students who require additional help with home learning will have access to support sessions during school hours through lessons, in our quiet home learning spaces after the academy day and online resources.
- **Parental Support:** We encourage parents to create a supportive home environment for home learning and to communicate with teachers if they have any concerns.

# Home Learning Guidelines



## 6. Responsibilities

There is a shared responsibility of teachers and students for ensuring that home learning is of a high quality throughout the Academy.

### The teacher's role is to:

- Have high expectations of students' home learning and set good quality home learning.
- Support students who may have difficulties with home learning.
- Have high expectations of the quality and presentation of students' home learning work.
- Regularly remind students that their home learning is available using the appropriate platform e.g. Teams, in class demonstration, social media and tutor time reminders as appropriate.
- Monitor students' work and regularly mark home learning using the academy marking policy for work where this applies.
- Encourage students to improve their own work and provide success criteria on how to improve it properly.

### The student's responsibility is to:

- Ensure home learning is presented neatly and accurately completed.
- Complete home learning by the stated deadline.
- Try to find a place away from distractions. Students can use the Library every day to complete their home learning.
- Ask for help if they find home learning difficult.

### The parent/carers responsibility is to:

- Provide interest, support and guidance to your child.
- Develop a regular routine for completing home learning.
- Ensure home learning is completed accurately and on time.
- Encourage your child to present home learning work neatly.
- Review your child's home learning on the appropriate online tool where available e.g. Teams
- Provide a quiet place to complete home learning or encourage your child to use the Library to complete their home learning.
- Encourage your child to read every day

# Home Learning Guidelines



## 7. Rewards and Consequences

### Rewards

- Good pieces of home learning may be demonstrated to and/or displayed in the classroom as a model of good practice of home learning to other students.
- Reward Points are awarded to students who produce good pieces of home learning. R2/R3 hard work or effort
- We expect all home learning activities to be completed in every subject area where it is set.

### Consequences

- A C1 will be given when the home learning is not attempted, or it is partially complete.
- Contact will be made with home if a student regularly fails to complete home learning.

## 8. Implementation and Review

- This guide will be reviewed annually to ensure its effectiveness and alignment with current educational research and best practices, including insights from the EEF.
- Feedback from students, parents, and staff will be considered in the review process to make any necessary adjustments.

## 9. Conclusion

Our home learning guide aims to support student learning and development in a balanced and effective manner. By adhering to these guidelines and continuously reviewing our practices, we strive to foster a productive learning environment that aligns with our values and the latest educational research.

For further information or questions regarding this guide, please contact the relevant Head of Year.