



Hayle Academy

Home Learning Policy



School name: Hayle Academy

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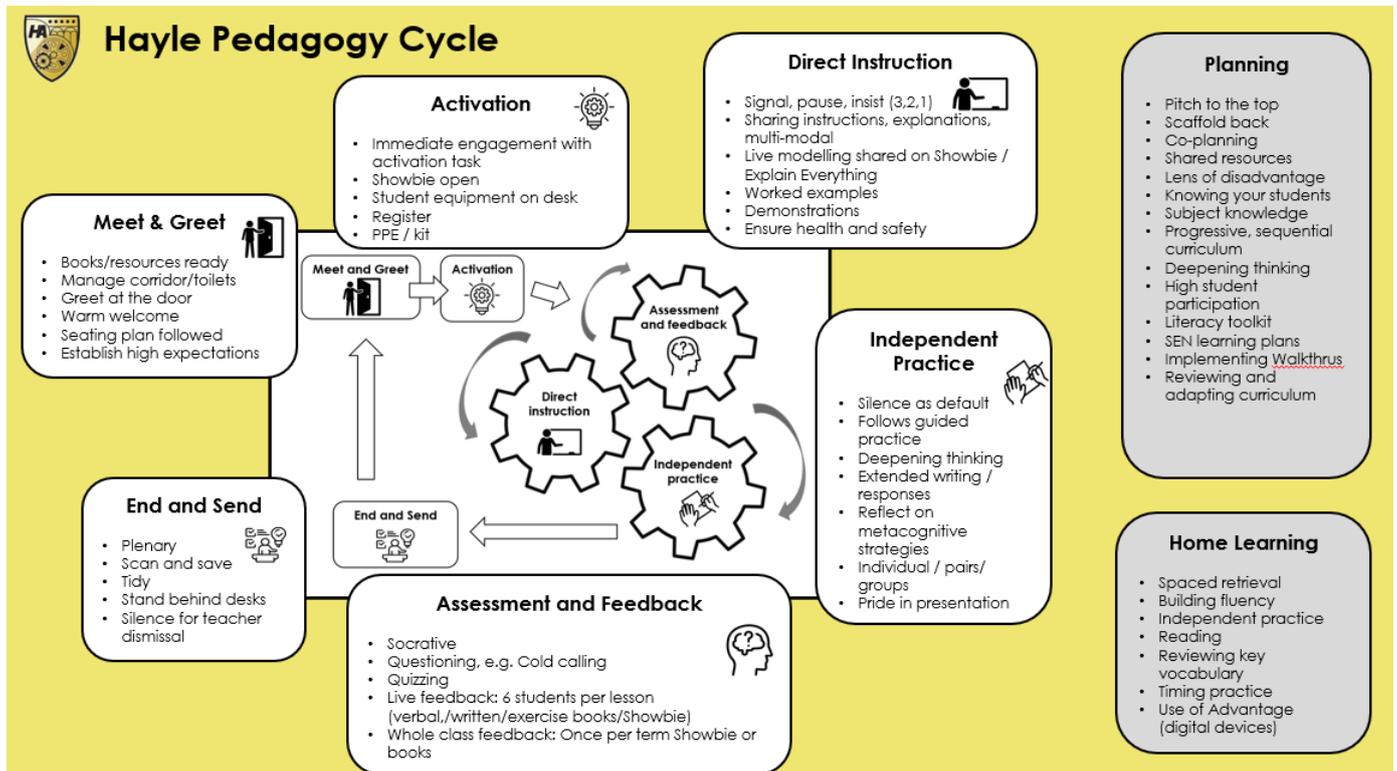
Person responsible for implementation and evaluation: Headteacher and Assistant Headteacher

Links to other relevant documents: Curriculum Policy; Behaviour Policy, Assessment Policy

Introduction

Students leave Hayle Academy with high value achievements and life skills that provide a platform for future success and happiness. We have high expectations of all members of our learning community: students, staff and parents/carers. We know that effective curriculum planning and implementation is the key to unlocking our students' potential.

Hayle Academy believes that every student should have the opportunity to benefit from high quality, regular and frequent home learning. We believe that the most effective home learning is "an integral part of learning," (EEF, 2017) and it is an essential component of our school curriculum planning. Therefore, all students are expected to complete the home learning set as an important part of their learning. Home learning has a significant impact on improving students' understanding and achievement, especially at KS4, and helps students to identify their next steps in learning. It forms an integral element to our curriculum implementation through our pedagogy cycle that is outlined below:



At Hayle Academy we aim, through the Home Learning Policy, to provide a consistent framework that will allow students to understand that independent learning has a significant positive impact on future success and to give the opportunity for every student to achieve their potential. The policy's framework provides regular practice for students in planning and organising their time and to promote their individual responsibility for learning.

Section 1 – Effective Home Learning (page 3)

1.1 Definition of Homework and Home Reading

1.2 Model for Effective Homework

1.3 Purpose of Homework and Home Reading

1.4 Homework – Overview

1.5 Purpose of Home Reading

1.6 Home Reading -Overview

Section 2 - Types of Home Learning (page 5)

2.1 Practice and Reactivation Homework

2.2 Preparatory Homework

2.3 Online Homework

2.4 Home Reading

Section 3 - Amount of Homework (page 6)

3.1 Homework timings and frequency

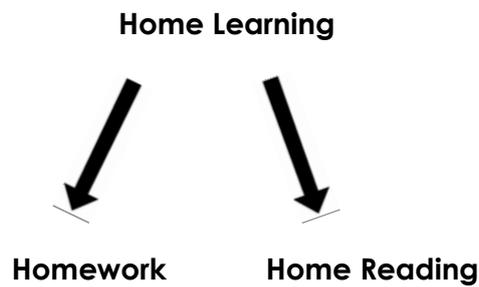
3.2 School Homework Practice

3.3 Homework Rewards and Sanctions

3.4 Accessibility

Section 4 - Monitoring and Evaluation (page 8)

Section 1 – Effective Home Learning (Homework and Home Reading)

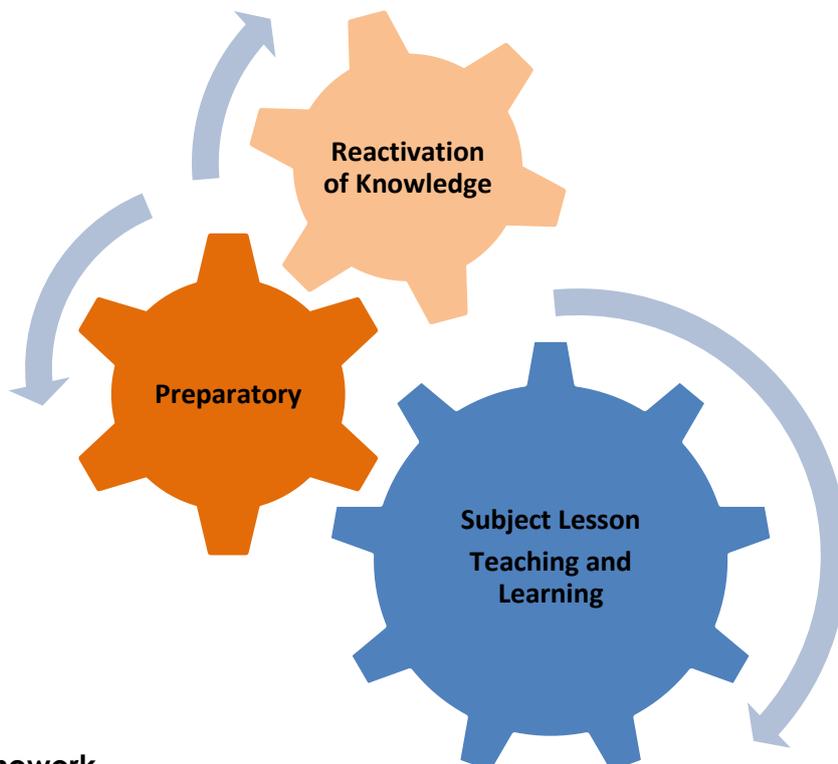


1.1 Definition of Homework and Home Reading

The policy covers the provision for homework for all students at Hayle Academy across all year groups. **Homework** is defined as curriculum work that is set to be done outside of the timetabled curriculum as part of independent study time. **Home Reading** is defined as reading completed outside of the timetabled curriculum as part of independent study time.

1.2 Model for Effective Homework

For homework to be effective it needs to be relevant, engaging, appropriate and challenging and to be supported through high quality teaching and learning in the classroom.



1.3 Purpose of Homework

- To encourage and develop self-discipline, good study habits and a range of skills in planning and time management.
- To reinforce, reactivate, extend and consolidate learning, including spaced and interleaved retrieval practice.

- To give students experience of working independently; to develop a sense of responsibility and commitment to their own learning.
- To involve parents/carers as partners in their child's education.
- To support assessment of student progress by providing the teacher with information about what the student can achieve without the support of their peers (or teacher).

1.4 Homework – Overview

- Students are expected to take full responsibility for completing their homework to a good standard by the given deadline.
- Homework is issued in appropriate quantities, in line with the homework schedule, and completion dates are clear and reasonable to take into account the home environment and extra-curricular activities. Students are always **given a minimum of 48 hours** in which to complete their homework. Longer tasks will be given extended deadlines.
- Homework is inclusive and matches the needs and abilities of students and to promote opportunities for consolidation, reactivation, and greater depth and breadth.
- Students will be appropriately prepared to be able to complete their homework. For example, where it is pre-learning for a topic students will be provided with clear guidelines and expectations to support their work.
- Homework will be regularly communicated to students and parents/carers through the 'Class Charts' system. 'Class Charts' is our main tool for setting homework – communicating instructions and deadlines. Showbie, Sparx, Language Gym and Class Charts are used to share homework resources.
- Teachers will **set homework using Class Charts, which shares details of the work, resources, and hand in dates**. This is an online tool that helps our students to organise and manage their homework effectively. Where there are identified barriers to students' learning at home, provision will be available to support with this, such as access to laptops and use of the school library after-school.
- All work submissions are tracked using Class Charts, unless students have been specifically directed by their teacher to submit using Showbie or Sparx.
- Wherever possible, homework should be completed in full sentences. Students are expected to follow the school's standards for presentation of work when completing their homework.

1.5 Purpose of Home Reading

- Home Reading is set as home learning to promote positive reading habits and improve reading fluency and comprehension.
- Research from the National Literacy Trust reports that young people between the age of 11 and 14 who read daily in their free time, are twice as likely to read above the level expected for their age. Therefore, home reading is set to raise attainment and support our students to access the curriculum.
- Home reading aims to support students reading fluency: this involves the decoding of vocabulary, automatically reading passages of text, as well as being able to comprehend and respond to what is being read.

1.6 Home Reading – Overview

- Home Reading is set in years 7, 8 and 9 using Sparx Reader where research shows it has the greatest impact.
- Students are encouraged to complete their weekly Sparx Reader Points by reading for 20-25 minutes each school day, to encourage a reading habit.
- English teachers check in with students' progress in home reading during English lessons using Sparx reports.
- Gold reader passes are awarded on an individual basis for those students who show consistent, careful reading beyond their normal Sparx Reader homework. It unlocks extra freedoms within the platform.

Section 2 - Types of Homework

2.1 Practice and Reactivation homework

- Opportunities to apply new knowledge and learning or to review, revise and reinforce newly acquired knowledge and skills.
- Reactivation of prior knowledge and learning, e.g. self-quizzes, Sparx Maths and Sparx Science.
- Consolidation, e.g. practice questions, learning language phrases.
- Mastery which could include encouraging students to pursue knowledge in greater depth.
- Revision: where revision is set, there will be a specific outcome given, e.g. flash cards/mind maps. The teacher will ensure that all students have the resources they need to be able to revise and that it is made clear how students are expected to revise.
- Essays, extended writing or extended answer questions.

2.2 Preparatory homework

Opportunities for students to learn background information on a topic or unit of study so they are better prepared for future lessons.

- Background reading (reading resources will be provided by the teacher).
- Researching topic for a unit of work. Where research is set, a specific outcome, e.g. report, presentation will be set. Students will be provided with the resources required to complete the research including alternatives to on-line resources in case students do not have home access to a computer. Where on-line research is set, students will be provided with website addresses to use. A maximum of one research homework will be set each half term per subject.
- Collecting resources or examples, e.g. for GCSE art.

2.3 Online Homework

Where there are identified barriers to students' learning at home, provision will be available to support with this, such as access to Wi-Fi. All students have access to their school digital device (iPad). The school library is available every day at lunchtime and afterschool from 3.15pm until 4pm. This supervised facility can support students to complete home learning, including home reading.

The Towans is also open during lunchtime and supervised by the SEND team. This provides a supportive space for targeted students to be supported, including with home learning.

The following activities are NOT set as homework as they have very limited learning value:

- Unstructured and un-resourced research.
- Finishing classwork: this does not provide quality learning and may mean that students have very variable amounts of work to complete. Homework must be pre-planned to ensure activities are worthwhile and high quality.
- Word searches or crosswords.
- Posters.

Section 3 - Amount of Homework

3.1 Homework Timings

It is difficult to set a specific time for the completion of homework. The same piece of work may take one student a short amount of time to complete, whilst another student may take much longer to complete the same assignment. As a general guide, subjects will set homework which takes up to 20 minutes to complete in Year 7 and 8, rising to 25 minutes in Year 9, and up to 35 minutes in Years 10 and 11. This allocated time may be split into more than one activity across the week/fortnight. Please note that timings are provided to support students: some may wish to spend longer on tasks, however where a student has worked hard on a task for the allocated time, they will not be sanctioned for submitting incomplete work to their teacher.

In addition to the subject- based homework assignments, students are encouraged to read for at least 20 minutes a day of their own choice of text. Examples include: a reading book, non-fiction news article or further reading around a subject, but the choice of text should be appropriately challenging.

3.2 Frequency of Homework

Homework re-commences for all year groups, except Year 7, during the third week back in the academic year. This is to support student wellbeing and transition at the start of the academic year. Homework for Year 7 commences as part of a rolling, phased programme. This is designed to help to support Year 7 students to manage their time and to build on their subject resilience. It also enables students to immerse themselves into the Hayle Xtra provision after-school to support their social and emotional needs, and to receive support through Computer Science lessons and tutors regarding how to access and use the homework on-line platform.

Both frequency and the quantity of homework set will vary depending on the age of the child and the complexity of the tasks naturally increases as children get older. The table below gives details of the subjects which set homework in each year group:

Home Learning

	Homework Frequency	Home Reading Frequency	Time spent on Home Learning
Year 7	Maths – set weekly (from after Oct half term) MFL – set fortnightly (from after Easter) *	Home reading x 5 per week	Reading (Sparx Reader): 20-25 mins x5 Subjects: Up to 20 mins
			Total: 310 mins per fortnight
Year 8	Maths (Sparx) – set weekly Science (Sparx) – set fortnightly MFL (Language Gym) – set fortnightly *	Home reading x 5 per week	Reading (Sparx Reader): 20-25 mins x5 Subjects: Up to 20 mins each
			Total: 330 mins per fortnight
Year 9	Maths (Sparx) – set weekly Science (Sparx), MFL, History and Geography set fortnightly *	Home reading x 5 per week	Reading (Sparx Reader): 20-25 mins x5 Subjects: Up to 25 mins each
			Total: 400 mins per fortnight
Years 10 and 11	English, Maths, Science, Option Subjects – set weekly .		Up to 35 mins per subject
			Total: 490 mins per fortnight

*No homework will be set in other subjects.

*Ingredients for Food Studies will be listed on 'Class Charts' for practicals.

3.3 School Home Learning (Homework and Home Reading) Practice

- Teachers will ensure that the homework set is relevant, challenging and stimulating and will explain the work clearly to students to ensure they understand the context and relevance of the task.
- Homework assignments will be published by teachers on 'Class Charts' so that parents/carers can have an overview of their child's schedule and to help students with their organisation. Parents are able to receive notifications regarding their child's homework status.
- Homework will be set with at least 48 hours (two evenings) prior to the deadline.
- Teachers will set homework in line with the homework schedule and teachers will ensure that homework is set according to the agreed frequency. This applies to all students. This will be monitored by Heads of Faculty and SLT.
- Homework will be submitted via 'Class Charts' or during lessons, unless students have been specifically directed to submit via Sparx or Showbie.
- Feedback will occur either through Class Charts or as part of a lesson. Where it is appropriate, feedback will occur via Showbie.
- It is the responsibility of the class teacher to ensure their 'Class Charts' submissions are up-to-date by midday every Friday in advance of the weekly submissions report being generated.
- **Home Reading** is recorded using Sparx Reader and students are also encouraged to read their own book.
- The standard of homework will be reported to parents via progress reports.

3.4 Homework Rewards and Sanctions

- Students will be awarded House Points for outstanding commitment/ endeavour or whose homework is deemed as 'excellent' when submitted by the deadline. This includes a home reading house point.
- Students who do not complete their homework will be given one behaviour point on the date it was due. Students who do not complete their home reading will receive support from their form tutor and 'home reading reminder' on Class Charts. The home reading reminder is not a negative behaviour point, its purpose is as a reminder.
- The teacher will provide a second opportunity for the homework to be submitted within 48 hours of the original deadline.
- Where insufficient improvements are made by the student in the submission of homework over a period of time, the class teacher will record a 2-point behaviour point based on their discretion. This may lead to an after-school homework detention. *Please refer to the Behaviour Policy for further details.*
- In Year 7, to support the transition into school and children's growing independence, we will not sanction missed homework for the first half term, however if a pattern emerges we will work with parents and carers to support.
- It is the responsibility of the class teacher to ensure the 'Class Charts' on-line mark-book is accurate and up-to-date. This ensures that that submission reports are accurate and supports effective communication with parents.
- Where a pattern of non-submission emerges for a student across the curriculum, and where insufficient improvements are made over time, the behaviour policy will be followed. This may result in an escalation in the stages of the behaviour pathway.

- Extensions are expected to be given as an exception; if students need an extension, they are expected to speak to their teacher in advance of the lesson. Parents can also contact teachers either by email or by note. On this occasion, a 1-point behaviour point will not be given on the first deadline.
- Heads of Faculty / Subject leaders will ensure that teachers plan, prepare and set realistic and manageable programmes of homework in line with the planned curriculum. Heads of Faculty / Subject Leaders will ensure that accurate records are maintained by teachers of completion and non-completion of assignments via the on-line 'Class Charts' submission process. Heads of Faculty / Subject Leaders will monitor the implementation of the Homework Policy in their subjects to ensure that all teachers are following the homework policy accordingly.

3.5 Accessibility

To ensure all students can complete their homework to a good standard, teachers will:

- Avoid setting homework that requires unusual, expensive or complex resources beyond paper and a pen or the iPad.
- Provide a resource for students where appropriate.
- Provide homework that is appropriately challenging.
- Provide clear instructions and check students understand what work has been set and how to complete it.
- Provide resource sheets or specific website addresses to support research homework.
- Provide a clear structure for extended writing, and/or clear expectations for the length of work required, e.g. word count.
- Remain vigilant regarding any possible forms of plagiarism, including AI generated work.

Section 4 - Monitoring and Evaluation

Heads of Faculty / Subject Leads / Literacy Leads and the Leadership Team will monitor the quality and frequency of homework through the analysis of whole school homework data via 'Class Charts'. Time will be designated for this as part of the Extended Leadership Team schedule.

Information from these activities will be shared with Faculty areas and Governors. Teachers will be asked to provide feedback for further development of the school's homework policy. Student House Councils will provide feedback on the students' perspective on homework and feedback from parents/ carers will be invited as part of the homework review cycle.

Status of the Policy

This policy does not form part of the formal contract of employment, but it is a condition of employment that employees will abide by the rules and policies made by the School and Trust. Failures to comply with this policy may therefore result in disciplinary actions.