



The Blue Coat
School

HOME LEARNING POLICY

Policy approved by	Local Governing Committee
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1. Policy Statement

Home learning is an important part of students' learning; it supports and extends learning begun in class and enables students to develop habits of study and strategies for personal organisation and time management. It is also a means by which parents can support and show a direct interest in young peoples' learning.

Home learning tasks will vary according to subjects and learning activities, but the principles remain the same. All home learning that is set must follow the school policy.

2. Home Learning Policy

All home learning must be purposeful and meet one of the following purposes:

- Independent learning
- Extending learning
- Consolidating learning
- Informing and involving parents
- Managing demands, e.g. coursework
- Preparing for lesson activities

3. Home Learning Timetable

In order to enable students to experience high quality, purposeful home learning that supports and extends learning, they are not assigned specific home learning on specific nights. The class teacher takes responsibility for setting home learning when it is appropriate and in line with the needs of the curriculum, following the principles listed above and the times that students are expected to spend on home learning listed below.

Home learning will be set on Teams.

Pupils can expect the following as a guide:

SCIENCE	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	3	6	6 (ILC) 3 (Revision) 3 (Home learning)

ENGLISH	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	4 – 5	4 – 5	8 - 12 (1 – 2 per week, per teacher) (Pre-Reading; Wider Reading; MiB Flipped Learning and Writing Practice)

MATHS	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	6	6	6

MFL	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	3 – 4	4 – 5	8 – 10 (Plus 2 – 3 ILC Tasks)

RELIGIOUS STUDIES	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	2	6	6

GEOGRAPHY	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	3	5	6

HISTORY	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	3	5	3

SOCIOLOGY	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	-	3 pieces	7 pieces

PSYCHOLOGY	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	-	-	6 pieces

POLITICS	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	-	-	6 pieces

CHILD DVP	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	-	6 pieces	-

BUSINESS	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	-	3 (1 piece per fortnight)	6

MEDIA	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	-	3 (1 piece per fortnight)	5

ECONOMICS	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	-	3 (1 piece per fortnight)	3

ART	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	3	4 – 5	4 – 5

PE	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	None	GCSE – 6 Sports Studies – 3	6

MUSIC	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	2	5	8

DRAMA	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	2 (per ½ year – Year 7) (per year – Year 8) (per ½ year – Year 9)	6 (1 home learning every fortnight)	12 (Home Learning) 6 (ILC) 2 home learning tasks and 1 ILC task per week

COMPUTER SCIENCE	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	6 (1 per week)	12 (2 per week)	12 (2 per week)

CREATIVE MEDIA	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	-	6 (1 per week)	-

RM/Eng/PD/FOOD	Key Stage 3	Key Stage 4	Key Stage 5
Typical number of pieces per half term	RM: 2 (1 per half term) Food: Sourcing of ingredients for practical lessons (3 per half term)	6 per half term	Ongoing coursework

4. Home Learning Principles

Home learning should not be set for the next day, unless it's a short consolidation task or preparation task.

Home learning will either receive feedback including formal/informal/teacher assessed/peer or self-assessed, or be used as part of the learning process, as a lesson starter, for example.

5. The Setting and Recording of Home Learning

We are preparing our students to be learners in the modern world. All home learning at Key Stage 3 and Key Stage 4 will be set via Teams.

6. Supporting Students with Home Learning

Some departments offer home learning clubs during lunchtimes and after school - these clubs are published on the extra-curricular timetable.

7. Ensuring Effective Home Learning

- **Classroom teachers** have the responsibility to set home learning via Teams, as per school and departmental policy. It is essential that home learning, in a similar way to classwork, is *adapted* when appropriate.
- **Heads of Department** have the responsibility to ensure that there is a clear understanding of the home learning policy and ensure consistency across the department through student voice, learning walks, Teams checks and book looks.
- **Form Tutors** have the responsibility to monitor completion of home learning by students in their forms in line with general pastoral monitoring and to signpost students to appropriate support if any issues arise.
- **Directors of Learning** have the responsibility to look at home learning practice over a number of weeks, monitoring practice and policy through spot checks, student voice etc.

- **SLT** check the quality and consistency of home learning across school through student voice, learning walks, Teams checks and book look. Home learnings are also quality assured in some Departmental Reviews.

8. Cross References

- Curriculum Policy