

**Plymouth
School of
Creative Arts**

make
discover
perform

Plymouth School of Creative Arts

Home Learning Policy

Date created: 06/11/2014	Created by: D Strudwick	Review period: 3 Yearly
Reviewed: September 2017	By Andrew Carpenter	Next Review Due: 2020

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1. Introduction

1.1 In March 2012, the Government scrapped guidelines setting out how much homework children and young people should be set, in a move intended to give teachers greater freedom.

1.2 At Plymouth School of Creative Arts (PSCA) we believe Home Learning can play an important role in enriching the learning experience and raising the standards of achievement of pupils.

1.3 As a 3-16 school pupils will be set Home Learning in accordance with their age and Key Stage progression. Where relevant, this will be set based on a timetable. The amount set and the time pupils will be expected to spend completing Home Learning will increase as they progress through the school.

2. Definition of Home Learning

2.1 Home Learning refers to any activities which pupils are asked to do outside normal school working hours to support learning, be it at home or in school.

2.2 Home Learning should not prevent pupils from participating in activities after school such as sport, music or clubs of any kind.

2.3 Home Learning should not impact adversely on the home life of each pupil.

2.4 PSCA recognises that the environment in which pupils complete learning varies significantly so will make every effort to help the home create conditions conducive to learning or to provide alternative arrangements within the school. Please contact your child's teacher or tutor if you would like to discuss alternative arrangements within the school. As a school we have set up access to the school at the end of the day and on a Saturday to support older students with their learning.

3. The purpose of Home Learning

3.1 To encourage pupils to enrich, extend and enhance the learning experience through independent work which will result in the development of confidence and self-discipline.

3.2 To help them develop the independent learning skills of research, planning and self-review.

3.3 To consolidate and reinforce curriculum specific skills and understanding.

3.4 To develop a love of reading.

3.5 To enable pupils to devote time to particular demands such as coursework or project work.

3.6 To support the home/school relationship.

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4. Guidelines to the amount and setting of Home Learning

4.1 All pupils from Phase 3 and Phase 4 onwards are issued with a Home Learning timetable. This indicates the day that work will be set.

4.2 Occasionally staff will set Home Learning outside of this timetable, but will not expect it to be completed for the next day.

4.3 Research has shown that Homework for Primary pupils often has very little impact. However, there are examples where being listened to read, sharing learning and experiences, and allowing students to extend themselves by choice will have a very positive impact. Students in Year 5 and Year 6 will be set one hour of Sumdog and Literacy Planet every week which will be monitored through the English and Maths subject areas. Students and parents in Year 6 will be offered the opportunity to work together on Maths using Realize-IT.

4.4 It is the responsibility of the pupil to ensure that Home Learning is submitted on time. If pupils are absent when Home Learning is set it is their responsibility to find out what they have missed and catch up.

4.5 There are consequences for not completing Home Learning.

4.6 The time devoted to Home Learning should increase as the pupil progresses through PSCA. If student progress is below what is expected, we will review the home learning to ensure impact. The school will set up a weekly HL report where required.

In Phase 3, the expectation is to complete 9 hours over the two-week timetable. This is broken down into 3 hours each for Maths and English (2 hours using realize-IT and Literacy Planet respectively) and 3 hours on Project Based Learning (PBL) with a focus as required of 1 hour each on Performance, Design Inquiry and Arts/Humanities.

In Phase 4, the expectation is 2 hours on each subject option every 2 weeks (this includes English and Maths making a total of 14 hours for all subjects). If you are studying a subject area which covers 2 or more subject options, you are expected to spend 2 hours on each option it takes up. For example, in BTEC PE covers 2 options so it is expected that you spend 4 hours over the 2 weeks.

4.7 Parents are expected to sign into HERO to state that their child has spent the required time working at home to meet the expectations highlighted above.

4.8 Home Learning will be differentiated where necessary to take into account individual needs.

5. Types of Home Learning

5.1 Home Learning might include such things as:

- Writing assignments

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- Learning assignments
- Preparing a presentation
- Reading in preparation for a lesson
- Finding out information/researching a project
- Working as part of a group on a joint project
- Watching a video in preparation for the studio experience
- Using technology such as Realize-IT, Literacy Planet, Sumdog etc.
- In Phase 1 Home Learning includes reading, phonics and creating opportunities for the learning to develop in everyday experience.

5.2 It is important that pupils should have frequent and increasing opportunities to develop and consolidate their competencies as independent learners.

5.3 It is important that pupils especially in Phase 1 and Phase 2 have opportunities to read and where appropriate the parents/guardians read alongside their children. We want children to build a love of reading.

6. Non-completion of Home Learning

6.1 When Home Learning has not been completed, appropriate action will be taken by the school to encourage its completion to a satisfactory standard.

6.2 Initially this could involve support sessions with staff but if repeated this could include a break time, lunchtime, an after school detention or use of Saturday School.

6.3 Parents/carers will receive at least twenty-four hours notice in writing of the after-school detention so they can make arrangements for their child to get home safely. The after school detention will last no longer than one hour.

7. PSCA's Responsibilities

7.1 Teachers are responsible for setting appropriate Home Learning and marking it regularly. In addition, they are responsible for helping pupils develop the skills needed to be effective, autonomous learners.

7.2 Teachers, support staff and form tutors should check that pupils are recording details of homework set.

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7.3 Home Learning should be set to ensure that there is more than one night in which to do it. This allows pupils to plan their time, participate in out of school activities if they wish, and still be able to do their homework.

7.4 We recognise the importance of digital learning and as such Home Learning will be accessible via platforms / blogs.

8. Special Educational Needs

8.1 In setting Home Learning for pupils with SEND it is important to get the balance right so that pupils can share fully in the work of the class, including Home Learning tasks, whilst responding to their individual learning needs which may include consolidation and reinforcement of specific skills.

8.2 Home Learning tasks at PSCA will be differentiated and achievable, with consideration being given to how long a task will take to complete. Involvement of parents is crucial to ensuring that pupils are meeting their agreed targets.

8.3 Teachers will make sure that Home Learning is recorded accurately.

9. Parents'/Carers' Role in Home Learning

9.1 Parents/carers should support pupils with their Home Learning by providing a reasonable space to work in or encourage them to make use of the school's facilities. It is great if they can support their child but ultimately it is their child's learning.

9.2 Parents/carers should encourage pupils to meet home learning deadlines.

9.3 If parents/carers feel that insufficient or too much Home Learning is being set, they should contact their child's teacher or Form Tutor who will investigate the situation.

9.4 Parents/carers should make it clear to pupils that they value Home Learning and support the school in explaining how it can help them to progress.

9.5 Parents/carers should encourage pupils and praise them when Home Learning is completed.

10. Pupils' Responsibilities

10.1 Pupils who need assistance to record home learning accurately will be identified on the Group Learning Plan and supported by relevant staff.

10.2 Pupils need to accept that home learning deadlines must be kept.

10.3 If pupils are absent, they need to find out what work has been missed and catch up on it. Being away on the day that home learning is set is not an excuse for not doing it.

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10.4 Problems with home learning should be resolved before the deadline. If necessary, pupils should see the member of staff concerned for help.

10.5 Pupils should take a pride in doing their best.

11. Monitoring, Evaluation and Review

11.1 It is the overall responsibility of the Deputy Head teacher to monitor the marking and setting of homework by members of staff. Operationally at PSCA this will be shared between the Phase Leaders with links to subject/Key Stage areas.

11.2 The Home Learning Policy will be reviewed regularly in the light of any changes to the whole PSCA policy.

11.3 It is the responsibility of Class Teachers and Form Tutors to monitor and gain an overview of the setting of Home Learning for their group.

11.4 The Governing Body will determine the review period for this this policy and assess its implementation and effectiveness.

11.5 The policy will be promoted and implemented throughout PSCA.

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