



St Augustine of Canterbury Catholic High School **A Specialist School for the Visual Arts**

Home Learning Policy

This policy complies with the Equality Act 2010 and has been fully Equality Impact Assessed.

Equality statement

The governors and staff are committed to providing the full range of opportunities for all students, regardless of gender, disability, ethnicity, social, cultural or religious background. All students have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Introduction

At St Augustine's we believe that student learning outside of school is a key element of achievement and attainment. It can take a variety of forms: visiting a museum; watching an educational programme on TV; reading a book or magazine; or working out the tariff for a mobile phone contract. Then there are the specific activities set by the school; a number are listed below.

As a school, we will regularly set a range of different home learning activities to support the school curriculum and to develop student learning and progress. However, home learning will only be successful with the support of parents/carers and students alike.

Purpose of Home learning

- To reinforce and extend classroom learning.
- To help our students to develop independent learning skills, including research skills.
- To inform planning for future learning experiences and programmes of study.
- To raise achievement and attainment.

Types of Home Learning

Regular home learning activities are an essential element of learning and contribute to the growth of sound study habits, especially with regard to the developing skill of independent learning. They provide the opportunity to consolidate and reinforce work in school and are also important in relation to lifelong learning and adaptability.

We believe that home learning should promote the involvement of parents/carers in learning management and strengthen the student/parent/teacher partnership. It may include one or more of the following activities:

Reading	Problem solving	Developing classwork
Researching	Learning preparation	Independent work
Organising work	Working on problems	Extended writing
Learning	Collecting	Constructing
Writing	Watching and listening	Interviewing
Developing ICT skills	Using the VLE/Doddle/GCSEPod/MyMaths/Tasomai	Preparing a presentation

Use of ICT

ICT plays a key role in student learning and this will be reflected in the variety of home learning activities given. However, we are mindful that not all of our students have access to a computer or to the internet at home. Therefore, when an activity includes an ICT dimension more time will be given to complete it allowing students to use the facilities available in school, at a local library or even at a friend or relative's house.

You will find that more subjects will be using the *Moodle* Virtual Learning Environment (VLE) for home learning activities for which all students (and parents/carers) will receive login details. As well as this, the school also uses GCSEPod, *MyMaths* and *Doddle* online.

Quality, Length and Setting of Home Learning Activities

As the nature of home learning develops there is more emphasis on the quality of the activities and tasks. A home learning timetable will be issued at the start of the academic year but there will be greater flexibility as subject areas use more varied tasks. Therefore, students will not necessarily receive a new activity to complete on a daily basis. For example, they may receive an extended piece of writing, a research piece, a half termly booklet or a piece of art or technology which will require more time to complete. There is a responsibility on our students to organise their time appropriately and to not leave tasks until the last minute to complete.

However, it is expected that on average students should be spending between 45 minutes in Year 7 and 2.5 hours in Year 11 per evening on learning, depending on their age and ability.

Marking Home Learning Activities

Home learning activities will be marked using the whole school marking policy. All marking will address positives and areas for concern which will engage the student in how to improve. However, some activities will be marked online.

Supporting Home Learning Activities

We ask that parents/carers take an active role with regards home learning without actually completing it for their child(ren). For example, we encourage parents/carers to talk to their son/daughter about their work and to check and sign the student planner. All students, at the start of the year, will be issued with a homework timetable that is taken home for parents. Parents and students will be given guidance on home learning through such things as: letters home, Learning and Teaching Newsletters and study support evenings. There will also be an opportunity to discuss home learning with subject teachers at Parents' Evenings.

This policy will be reviewed on an annual basis.

Reviewed on: June 2017

Next Review Date: June 2018

Reviewed by:
(Signature)

Equality Impact Assessment

Title of Policy, Decision, Practice or Programme: Home Learning

Department: Senior Leadership Team

Responsible Officer: Jannine Paize

Date Completed: July 2017

Date Review Required: July 2018

1. **Aims:** Please identify the main aims of the policy, decision or function?

To promote extended classroom learning

2. **Impact upon different sections of the School / Community / Staff Groups:** It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

Equality Strand	Issue	How will this be taken into account?
General Issues	No issues	
Age	No issues	
Disability – Including Carers	No issues	
Sex (Gender)	No issues	
Transgender	No issues	
Race (Ethnicity)	No issues	
Pregnancy and maternity	No issues	
Religion or Belief	No issues	
Sexual Orientation	No issues	
Community Cohesion	No issues	

3. Indirect discrimination

Are there any rules or requirements in the policy / decision that:

- a Can be met by a considerably smaller proportion of people from a particular section of the community?
- b Is to the disadvantage of that group?
- c Cannot be justified by the aims and importance of the policy?

If all three conditions apply then there may be evidence of indirect discrimination.

No

4. Publishing the results of the assessment:

Decisions This Equality Impact Assessment Report must be used to inform the Decision. Attach the Equality Impact Assessment Report as an appendix in the Decision documentation.

Policy This Equality Impact Assessment Report must be used to inform Policy development. Attach the Equality Impact Assessment Report as an appendix in the published Policy.

Practices and Programmes The Equality Impact Assessment Report must be used to inform Practice and Programme development. Attach the Equality Impact Assessment Report as an appendix in the Practice or Programme documentation.