

Home Learning Policy

Date of Policy Issue	February 2025
Date of Policy Review	February 2026
Name of Responsible Manager	Deputy Headteacher
Governors' Sub-Committee	Teaching and Learning
Statutory/Non Statutory	Non-Statutory
Published to Website (Internal/External)	Internal

Overview

At Toynbee School, we believe that home learning plays an important part in a pupil's education. The benefit of doing home learning shall be instilled at an early age so that independent study will be enhanced. It is school policy that appropriate home learning shall be set regularly for all pupils.

Home learning supports the development of independent learning skills and is used to reinforce classwork and encourage positive study habits, as well as to consolidate learning and allow evaluation of pupil progress.

Pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives and so we shall give careful consideration to ensuring Home Learning remains well-balanced across the school.

The aim of this policy is to make sure that teaching staff, parents and pupils are aware of their responsibilities regarding home learning, and bring consistency across the curriculum to the planning, delivery and monitoring of home learning at Toynbee.

This policy shall be reviewed annually or more frequently where required changes are apparent.

1.0 Roles and Responsibilities

- 1.1 The responsibility for home learning falls under the responsibility of the Deputy Headteacher responsible for the curriculum. The Deputy Headteacher is responsible for the implementation of the whole-school approach to home learning at Toynbee.
- 1.2 The responsibility for monitoring this policy lies with the governors, particularly the Learning and Teaching Committee.

- 1.3 The policy shall be reviewed annually by SLT and governors for its effectiveness.
- 1.4 Heads of Department and class teachers are responsible for the implementation of the policy. They have a responsibility to plan and set home learning that is consistent with the policy and the frequency outlined throughout the policy. There is also a responsibility to monitor their department and/or class's completion of home learning and communicate with parents accordingly.
- 1.5 Parents have a responsibility to take an active interest in their child's home learning and provide a reasonable place and time for it to be completed. If this is not possible, then to encourage their child to make use of school facilities to complete home learning, such as Home Learning Clubs. They also have a responsibility to check what home learning has been set and that it is completed.

2.0 Whole-School Approach to Home-Learning

- 2.1 The whole-school approach to home learning at Toynbee is set out in a series of principles that will be delivered at department and subject level with the adoption of these principles. By basing home learning around a core set of principles, we allow subjects the flexibility to design and construct their home-learning around their own specific, and often very individual, needs and characteristics.
- 2.2 The core principles that the Toynbee approach to home learning will be based on are:
 - 2.2.1 Home learning is an important part of learning at Toynbee. As well as supporting the learning of the curriculum, it plays a vital role in developing pupils' learning behaviours, their independence, and self-discipline as independent learners.
 - 2.2.2 Home learning should be directly linked to the curriculum and not be an aside or on something different to what is being learnt by pupils in the classroom. Home learning should be integrated into the curriculum to support learning and be applied across the department.
 - 2.2.3 Home learning should be about consolidating learning through practice. It should not be focused on forthcoming topics in the curriculum as research shows that front-loading curriculum content only serves to widen the gap between pupil groups.
 - 2.2.4 Home learning tasks should be very focused. Research shows that the more open ended, more complex and unstructured tasks are the lower the impact on learning. Keep tasks focused and on retrieval, embedding, or practice of past learning. The task itself must be clear and unambiguous to both pupils and parents.
 - 2.2.5 Home learning should be accessible to all pupils and pupils should have the necessary resources and support to undertake home learning. This means

physical resources such as knowledge maps or revision cards, but also access to anything that is set digitally.

- 2.2.6 Home learning should be set routinely and according to what the school stipulates and our two-weekly timetable. This routine will help pupils learn to self-manage their work, and help parents support their child.
- 2.2.7 Home learning should not be onerous on the teacher or increase workload, but should be used to inform further planning. As home learning tasks will be set around consolidating the learnt curriculum, teachers will have quality data on which to make future plans.
- 2.2.8 Home learning should be used as part of the wider aim of developing pupils' independence and good learning habits. As the home learning is set around consolidating learning, pupils should become more familiar with the routines of revision and self-quizzing.
- 2.2.9 Home learning completion should be rewarded using whole-school mechanisms for praise and success.
- 2.2.10 Home learning completion rates will be reported by teachers and/or departments to parents.

3.0 Home-Learning Timetable and Subject Scheduling

- 3.1 Home learning at Toynbee will be set according to the Toynbee Home Learning Timetable. It is an expectation that all teachers and Heads of Department follow this timetable.
- 3.2 The timetable will be built around the two-week timetable at the school and will take into account the number of lessons a subject has during that two-week period.
- 3.3 The timetable will designate days to subjects so there is more consistency to when home learning is set, and is also clear to pupils and parents what home learning needs to be completed each day.
- 3.4 For subjects in rotations in Key Stage 3 (such as Design and Technology, Food Technology and Computing), pupils will only be set the home learning for the subjects they are currently studying.
- 3.5 The collection of home learning will be the responsibility of the class teacher.
- 3.6 Home learning will not be set during the school holidays for Key Stage 3 pupils; this will likely mean that home learning should not be set in the final week of each half term.

4.0 Department Approach to Home learning

- 4.1 Subject leaders have a responsibility to implement the guiding principles to Home Learning at Toynbee, and to implement the whole-school strategy to home learning.

- 4.2 Subject leaders have a responsibility to make sure that the teachers within the department are setting appropriate home learning that is in line with the policy and not contrary to it. A centralised approach to this would be beneficial for teachers and pupils to maintain consistency in what is being set.
- 4.3 All home learning will be set around the concept of consolidating previous learning. No home learning will be set on unlearnt knowledge or research needed to inform future lessons. This has been shown to create inequalities in the classroom and to widen attainment gaps.
- 4.4 Subject leaders and teachers will set home learning according to the frequency set out in the Home Learning Timetable and the day to which their subject has been scheduled.
- 4.5 Heads of Department should also make sure that reasonable adjustments are made to Home Learning for pupils with SEND. This could mean an alternative home learning activity is issued or that home learning is completed in an alternative way.

5.0 Completion of Home Learning

- 5.1 There is an expectation that home learning will be completed and that the responsibility of this completion lies with the pupil and parents.
- 5.2 Completion rates of home learning will be recorded and monitored by class teachers and Heads of Department.
- 5.3 Completion rates of home learning will be reported to parents so they are informed of how their child is performing.
- 5.4 Class teachers and Heads of Department will reward pupils who successfully complete their home learning.