



RAINHILL HIGH SCHOOL

INDEPENDENT LEARNING HOMEWORK





RAINHILL
HIGH SCHOOL

INDEPENDENT LEARNING HOMEWORK

STATUS	NON-STATUTORY
RESPONSIBLE COMMITTEE	LGB ACHIEVEMENT & TEACHING
APPROVAL DATE	10/11/21
RENEWAL DATE	10/11/22



SCHOOLS IN PARTNERSHIP

STEPHENSON

MULTI ACADEMY TRUST

Independent Learning (Homework) Policy

1. Rationale

Learn, Think, Contribute, Care

We firmly believe that developing resilience, an inquisitive nature, the ability to think hard and a love of learning is essential to ensure that every one of our pupils can embark on the path that they choose, successfully.

Learning outside of the classroom environment both prepares pupils for, and consolidates learning from, the classroom – thus

- embedding knowledge [making it 'sticky' and easier to remember]
- encouraging pupils to make links between knowledge [making it easier to apply the knowledge to different scenarios], and
- preparing the foundation for learning new knowledge.

2. The Research

Research from the Education Endowment Fund (EEF) supports our approach to the importance of independent learning, or homework.

- Studies in secondary schools show an average of +five months learning when homework is completed.
- Similar positive effects are found for reading, mathematics and science.
- Homework that involves collaboration with peers have higher effects (+6 months)
- Studies involving digital technology typically have greater impact (+ 6 months).

The Sutton Trust, an organisation whose aims are to ensure social equality and mobility, have conducted widespread research on homework. One of their conclusions is that

- Students who reported they spent significant amounts of time on homework daily in Year 11 were **nine times more likely** to get three A-levels than those who did no regular homework.

Finally, a report for the Department for Education, published in 2014, concluded that students in Year 9 who spent between two and three hours on homework on an average weeknight were almost 10 times more likely to achieve five good GCSEs (9-5) than students who did no homework at all.

3. Process and Practice

3.1 What does Independent Learning (Homework) look like at Rainhill High School?

Independent Learning takes a range of forms, including:

‘Flipped Learning’

This is when a piece of work is set to prepare a pupil for their next lesson in school. This is particularly important if a complex topic is being introduced, or if background reading would enable more effective access to the learning within the classroom.

Flipped Learning can be in the form of an academic article to read, a clip to watch, fact-finding to complete or vocabulary to learn. Pupils will be expected to complete this work in order that they can access the learning in the lesson.

Project homework

Sometimes, we may set your child a project to complete over a half term. This encourages your child to apply the key knowledge learnt in the classroom to other contexts, for example in looking at what is learnt about the environment in parts of Russia to the impact it has on day to day life for a family in different parts of the country. Perhaps the skills and knowledge used here can then be used to analyse environment in a second, contrasting country and the impact on its people.

Homework involving digital technology

Many of our subjects use packages that will set homework and give feedback. Examples include, in Maths, Mathswatch and Dr Frost; Languages use Quizlit; English use Litcharts and GCSE Pod; Science use Tassomai and several subject areas use Seneca. Your child will receive login details in class and these will be then recorded in their Key to Success file.

Teams is also used for homework setting or submission. Our teachers can set quizzes or other pieces of work via the Teams platform. Teams can also be used to upload homework or to contact the class teacher directly.

Reading

Reading for Pleasure is essential to success. Statistics prove that pupils who read regularly achieve higher results in GCSE Maths examinations. It is an expectation that our children are reading regularly and that they seek opportunities to extend and develop their love of language, vocabulary and expression.

3.2 Supporting all learners to be able to access, and complete, independent learning

Our enrichment and intervention programme includes provision for all of our pupils to complete homework in school, every evening. The EEF and Sutton Trust both cite how essential it is to provide such provision in order to ensure that every pupil, regardless of background, has the opportunity to engage and excel.

3.3 Marking and feedback

We will give feedback on all homework. Feedback is different to 'marking' and takes many forms and is explained in our teaching and learning policy.

3.4 Allowed completion time for Independent Learning (Homework)

We discourage next-day-homework setting. Sometimes, particularly in the upper years, this is unavoidable, but we seek to minimise when it occurs.

3.5 Volume of Independent Learning (Homework) This varies depending on the Key Stage and subject.

Key Stage 3; Years 7,8,9		
Subject	When?	How Long?
English, Maths, Science	One of each, per week	30 minutes for each
History, Geography, RE, PSHE, French, German, Spanish, PE, Art, DT or Catering, Computing, Performing Arts, Citizenship	One of each, per fortnight cycle	30 minutes for each
Reading for Pleasure	Three times per week	30 minutes

In addition, it is an expectation that all of our KS3 pupils undertake independent consolidation work during the week; using their Key to Success file, knowledge organisers and class notes to produce revision cards, mind maps, spider diagrams or to self-quizz

Typical evening?

Maths 30 minutes; Art 30 Minutes; Independent consolidation work 30 minutes

Key Stage 4; Years 10,11

Subject

When?

How Long?

English, Maths, Science Trilogy

One of each, per week

45 minutes to one hour for each

OPTION SUBJECTS - History, Geography, RE, PSHE, French, German, Spanish, PE, Art, DT or Catering, Computing, Performing Arts, Citizenship, Physics, Chemistry, Biology [separate science]

One of each, per week

45 minutes to one hour for each

In addition, it is an expectation that all of our KS4 pupils undertake independent consolidation work on a daily basis; using their Key to Success file, knowledge organisers and class notes to produce revision cards, mind maps, spider diagrams or to self-quizz

Typical evening?

Maths 45 minutes; German 45 minutes; independent study consolidating the understanding of 'London' by William Blake 45 minutes.

Key Stage 5; Years 12, 13

As a student at RH6 everyone is expected to study outside of their lessons. This additional study is essential to ensure a scholarly approach to learning and develop skills which will best prepare students for higher study at university.

Independent work is set to:-

- Reinforce and consolidate work covered in the lesson
- Encourage students to become independent and reflective in their learning
- To allow students to develop a deeper knowledge and understanding of their subject(s)
- Prepare students for future learning (flipped learning) or assessments
- Promote an interest and joy in the learning of the subject(s)
- To enable their teachers to make a judgement about the progress of their students

Independent study will be varied in terms of what is asked of students but will always be relevant to what they are studying. For vocational courses, for example, this will often involve on-going work on student assignments.

We recommend that all KS5 students complete 1 hour of independent study for every 1 hour of their taught lessons (this will be a minimum of 9 hours per subject per fortnight). This includes work to be completed at home as well as during scheduled Study+ on the student's timetable. Independent study can include additional note taking, reading over notes, watching relevant documentaries and listening to podcasts. Guidance will be given to students by their teachers and materials posted onto their class MSTeams.

During periods in the lead up to LP exams, controlled assessments and formal exams independent work will normally be to revise, with a major emphasis on completing past exam paper questions to ensure students are fully prepared for external exams.

We expect our students to work hard outside of their lessons and we will work in partnership with our students and their parents to ensure their academic success. If students do not do this, we will take steps to support them. Should this be unsuccessful then we will reconsider the student's place at RH6.

Progress reports will be sent home on a termly basis and parents will be contacted should any issues arise

3.6 Independent Learning (Homework) timetable

Homework should be set in line with a timetable to avoid overcrowding. If a parent finds that their child is either being set too much homework on an evening, or too little, or that the work is too easy or too difficult, the first point of contact should be the class teacher.

3.7 Incomplete or missing homework

As a school, we will record when a child does not complete Independent learning (Homework) and a detention will be set for the purposes of supporting the pupil to complete the learning. We will seek to ensure that every child has the right support to enable them to be successful with completion.

4. Equality of Access

Teachers will set Independent learning (Homework) for all of our students, including those with a special educational need or disability. A pupil's learning plan will inform both the level of independent learning set and adjustments will be made in line with the SEND. CPD throughout the year is tailored to ensuring that all staff are equipped to differentiate and deliver excellence to students with a range of needs.

Pupil Premium

In order to ensure that all of our pupils, regardless of background, have the same opportunities and therefore the same access to success, our Pupil Premium pupils will receive enhanced support and / or resources as and when needed. Ms Louise Aylward, Assistant Headteacher, works with subject teachers and the year team to ensure that the right provision and support is in place.

5. Roles and Responsibilities

In line with the Rainhill Standards – Look for ways you can improve: and 'Be ready to learn'

Teachers are responsible for adhering to this policy, setting independent learning (homework) as set out in the homework timetable and of a level beneficial to the learning of the pupil, recording this on Synergy and monitoring the completion of this, informing parents where issues with homework submission arises and using the school behaviour policy where applicable. Teachers are also responsible for identifying where there is a need for a pupil to receive in-school support with the completion of independent learning (homework).

Heads of Department are responsible for ensuring that teachers within their subject area are setting and monitoring independent learning in line with this policy, that the learning tasks set are appropriate and challenging and that pupils in need of additional support are supported within the faculty area.

Senior Leaders are responsible to ensuring that this policy is upheld and adhered to across school through communication, CPD and QA

Parents are responsible for supporting the school in ensuring that their child completes independent learning (homework) to the best of their ability. Parents are responsible for providing a quiet area in the house in order to support their child in acquiring good learning habits. In addition to this, parents are responsible for raising questions pertaining to independent learning (home learning) directly with the class teacher initially.

Pupils are responsible for, in line with the Rainhill Standard of 'Being ready to learn', completing Independent Learning (homework) to the best of their ability and in order that it can be submitted in time. Pupils are responsible for seeking support from their class teacher when they have any questions about, or difficulty completing, the homework set. Pupils are, essentially, expected to take responsibility for their own learning.