



Home learning Parents/carers information and guidance

The purpose of Home Learning at Penistone Grammar School is to improve learning through practice. The evidence from the *Education Endowment Foundation's* (EEF) review states that if home learning is purposeful and deliberate for secondary school students, it can improve learning by up to 5 months, therefore we place a significant emphasis on home learning to improve student progress. Our guiding principles (on the following pages) focus on four areas: quality, accessibility, accountability and value. When all four principles are considered the impact of home learning student progress is only second to classroom learning. Home Learning gives students an opportunity to be confident, independent and see learning as an on-going process in and outside of the classroom. An overview of the type and frequency of home learning in each subject can be found on at the end of this document.

Additionally, home learning provides the opportunity to support communication at home about what students are currently learning in lessons. All home learning is set on Microsoft Teams with a clear deadline for completion. Year 7, Year 8 and Year 9 students can use their Essential Knowledge Books to support. Students will receive feedback on their home learning either automatically when completed or within the learning sequence with the teacher. This year students will complete home learning for English, maths and science on the excellent Sparx platform, which allows the home learning to be tailored and adapted to the student.

As parents/carers we ask you to support your children by creating an environment conducive to learning, encourage them to get into positive habits to complete successfully, not leave home learning until the last minute and build it into their daily school routine. Students will receive praise and merits for excellent home learning, however, if students do not complete or partially complete home learning they will receive consequences.

Consequence	Action
1. Non-completion of HL	Teacher issues a line on BromCom
2. 3 HL lines (any subject)	After school HL detention (60 minutes – Thursday)
3. Non-attendance at HL detention	Supporting expectations (next day)
4. 12 HL lines	Supporting Expectations/parent meeting
5. 21 HL lines	1-day internal suspension/parent meeting

To support students to complete home learning alongside classroom learning, HL lines have been removed from the VDE behaviour system. This means that they will not count towards the weekly 6 lines system. Our aim is for students to maximise learning inside and outside the classroom and not to miss both. Home learning is our second biggest driver of student learning and progress; therefore, we want all students to have 100% completion and success rate. In school we will provide support for those who struggle or find it hard to complete outside of school hours. This will include teacher support, year team support and home learning clubs. We look forward to continuing to work together to ensure your children achieve success in all subjects during their time at Penistone Grammar School.



Home Learning Guiding Principles

Improving learning through practice

Purpose:

The purpose of Home Learning at Penistone Grammar School is to improve learning through practice and. Evidence from the *Education Endowment Foundation's* (EEF) review states that if home learning is purposeful and deliberate for secondary school students, it can improve learning by up to 5 months.

Our guiding principles for impactful Home Learning are quality, accessibility, accountability and value.

1. **Quality** increases when:

- HL is designed to make students **think hard** about the curriculum content taught and is linked to the intended learning. *For example, it is better for students to apply knowledge to questions rather than make a poster, model or presentation that detracts from the intended learning.*
- Teachers explain the **purpose** and model what **success** looks like. *For example, explain why the HL is important and how it will improve learning further.*
- Teachers focus on the **quality** of learning **not** the quantity of task. *For example, it is proven that shorter more frequent HL linked to the curriculum is better than project-based HL that has longer time deadlines to complete.*

****Low quality HL includes finishing off classwork, completing non-related curriculum tasks e.g., posters, PowerPoint presentations, wordsearches, models****

2. **Accessibility** increases when:

- A consistent routine including format and frequency is used. *For example, use of a consistent set day and timescale to complete within.*
- HL is assigned on Microsoft Teams with an appropriate timescale, clear instructions, and deadline. *Made further accessible by students writing in a reminder in their planner*
- KS3 HL is linked to core knowledge in Essential Knowledge Books. *For example, students can use the EKS to support successful completion and remove any knowledge barriers to learning.*

3. **Accountability** increases when:

- Praise and consequences for quality & completion are made clear and consistent to students
- Teachers provide regular reminders and review the HL in the sequence of learning in the classroom. *For example, Teachers provide feedback within the 'Do Now' task on the HL and identify success and address common mistakes/misconceptions*
- The use of a HL map provides consistency across and within subjects and provides a proportionate number of HL a week for students.

4. **Value** increases when:

- HL is integrated into the learning sequence. *For example, increasing fluency of applying knowledge in the assigned HL to improve progress in lessons or revisiting the weaker areas of HL at the start of lessons.*
- High quality feedback is provided on HL. *For example, whole class feedback using the visualiser with time for students to complete 'Green for Growth' in lesson time.*

****Setting more than one HL a week from the same subject is counterproductive and can lead to excessive workload for students and staff. Core subjects should set the most HL due to the amount of student contact time, however, this needs to be proportionate to the curriculum content and learning within lessons. ****





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Consequence system:

Consequence	Action
1. Non-completion of HL →	Teacher issues a line on BromCom
1. 3 HL lines (any subject) →	After school HL detention (60 minutes – Thursday) 1. picked up automatically (BromCom), 2. issues the detention to the student (BromCom) 3. Notifies behaviour team who inform parents/carers 4. TGA, TBE and the member of SLT walking the school sticks the detention in planner and speaks to the student.
2. Non-attendance at HL detention →	Supporting expectations (next day)
3. 12 HL lines →	Supporting Expectations/parent meeting
4. 21 HL lines →	1-day internal suspension/parent meeting

Y7 – Y9

Subject	Types of HL	Frequency	Duration (average)	Essential Knowledge Book to support
Art	Drawing practice	Half termly	60 minutes	Y
Computing	Retrieval practice (EduCake)	Every 3-4 weeks	30 minutes	Y
Design Technology &	Applied practice	Half termly	45 minutes	Y
Drama	Lines practice	Half termly	30 minutes	Y
English	Reading comprehension (Sparx Reader)	Weekly	30 minutes	N
Geography	Core knowledge flash cards creation linked to retrieval practice	Fortnightly	30 minutes	Y
History	Retrieval quiz (EduCake)	Fortnightly	30 minutes	N
Heartspace English	Reading comprehension (Soarx reader)	Weekly	30-60 minutes	N
Heartspace maths	Applied practice (Sparx maths)	Weekly	30-60 minutes	
Maths	Applied Practice (Sparx Maths)	Weekly	30 minutes	N
Modern Foreign Languages	Retrieval practice	Fortnightly	30 minutes	Y
Music	Retrieval practice	Half termly	30 minutes	Y
Physical Education	Retrieval quiz	Every 4 weeks	30 minutes	Y
Religious & Citizenship Studies	Retrieval practice	Every 3-4 weeks	30 minutes	Y
Science	Sparx science - retrieval practice and application	Weekly	30 minutes	N





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Improving learning through practice

Y10

Subject	Types of HL	Frequency	Duration (average)
Art	Drawing, practical studies in a variety of media, research and analysis of artists, completion of sketchbook studies	Fortnightly	60 minutes
Business	Retrieval practice, exam practice	Weekly	45 minutes
Computing	Retrieval practice, exam practice, reading and writing tasks	Weekly	30 minutes
Design & Technology	Retrieval practice	Every 3 weeks	45 minutes
Drama	Retrieval practice, exam practice, extended writing tasks, rehearsals	Weekly	30 minutes
Economics	Retrieval practice, exam practice	Weekly	30 minutes
English	Reading comprehension (Sparx Reader), extended writing, exam practice	Weekly	45 minutes
Geography	Core knowledge flash cards creation linked to retrieval practice	Fortnightly	30 minutes
History	Retrieval practice (EduCake)	Fortnightly	45 minutes
Heartspace English	Reading comprehension (Soarx reader)	Weekly	30-60 minutes
Heartspace maths	Applied practice (Sparx maths)	Weekly	30-60 minutes
Maths	Applied Practice (Sparx Maths)	Weekly	60 minutes
Modern Foreign Languages	Retrieval practice, exam practice, reading tasks, writing tasks	Weekly	45 minutes
Music	Retrieval practice, exam practice, instrumental and compositional practice	Weekly	120 minutes+ (due Instrumental)
Physical Education (GCSE)	Exam Practice, retrieval practice	Fortnightly	60 minutes
Religious & Citizenship Studies (GCSE)	Retrieval practice, exam practice	Fortnightly	30 minutes
Religious & Citizenship Studies (Core)	Retrieval practice	Every 3-4 weeks	30 minutes
Science	Sparx science - Retrieval practice and application	Weekly	45 minutes
Sociology	Retrieval practice, exam practice, extended reading and writing tasks	Weekly	60 minutes

Y11

Subject	Types of HL	Frequency	Duration (average)
Art	Drawing, practical studies in a variety of media, research and analysis of artists, completion of sketchbook studies	Fortnightly	60 minutes
Business	Retrieval practice, exam practice	Weekly	45 minutes
Computing	Retrieval practice, exam practice, reading and writing tasks	Weekly	30 minutes
Design & Technology	Exam practice	Fortnightly	30 minutes
Drama	Retrieval practice, exam practice, extended writing tasks, rehearsals	Weekly	30 minutes
Economics	Retrieval practice, exam practice	Weekly	30 minutes
English	Reading comprehension (Sparx Reader), extended writing tasks, exam practice	Weekly	45 minutes



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Geography	Core knowledge flash cards creation linked to retrieval practice	Fortnightly	30 minutes
History	Retrieval practice (EduCake)	Fortnightly	45 minutes
Heartspace English	Reading comprehension (Sparx reader)	Weekly	30-60 minutes
Heartspace maths	Applied practice (Sparx maths)	Weekly	30-60 minutes
Maths	Applied Practice (Sparx Maths) – until Easter. Post-Easter – exam practice (Dr Frost)	Weekly	60 minutes
Modern Foreign Languages	Retrieval practice, exam practice, reading tasks, writing tasks	Weekly	45 minutes
Music	Retrieval practice, exam practice, instrumental and compositional practice	Weekly	120 minutes+ (due Instrumental)
Physical Education (GCSE)	Exam Practice, retrieval practice	Fortnightly	60 minutes
Religious & Citizenship Studies (GCSE)	Retrieval practice, exam practice	Fortnightly	30 minutes
Religious & Citizenship Studies (Core)	Retrieval practice	Every 3-4 weeks	30 minutes
Science	Retrieval practice, exam practice	Weekly	45 minutes
Sociology	Retrieval practice, exam practice, extended reading and writing tasks	Weekly	60 minutes

