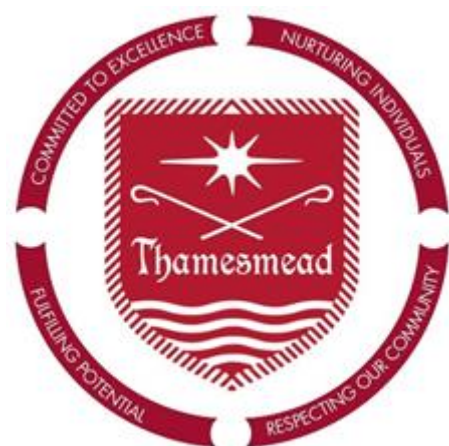


THAMESMEAD SCHOOL



HOME LEARNING POLICY

Person Responsible	T&L Assistant Head
Governors Sub-committee responsible	Curriculum, Learning & Standards Committee
Review period	Every 2 years
Review	Summer 2023
Date of next review	Summer 2025

AIM

To increase student progress and strengthen their independent study skills, including recall and retention, through the setting of home learning tasks.

CORE BELIEFS

- 1) We at Thamesmead recognise that home learning is an essential part of a well-rounded curriculum. Home learning enhances, reinforces and broadens student learning and improves achievement.
- 2) Home learning can also develop independent study skills, giving students greater responsibility for their own learning, as well as strengthen their ability to organise and manage their own learning beyond the classroom.
- 3) We believe that home learning is vital to all students' learning and students of varying abilities and needs should be given the opportunity to benefit from it.

SHARED PRINCIPLES

All forms of home learning must:

- A. impact positively on the outcomes for students;
- B. be a regular and sustained tool for aiding student progress;
- C. be set in a timely manner with a deadline that can be realistically met by all students;
- D. be regularly monitored by teachers, with feedback given in a timely manner;
- E. be personalised to aid the progress of, and be accessible to, students of all abilities and needs;
- F. support and compliment the curriculum aims.

KEY RESPONSIBILITIES

Senior Leadership Team (SLT) Responsibilities

- Ensure that a culture of highly effective home learning is modelled and communicated.
- Ensure that the home learning provision supports and strengthens the Thamesmead Vision and Values.
- Establish effective plans for home learning priorities.
- Develop effective continuous professional development (CPD) for home learning where necessary.

Middle Leadership Team (MLT) Responsibilities

- Develop a culture of highly effective home learning in curriculum areas.
- Communicate the vision and strategies for home learning to teaching staff.
- Provide support for departmental staff.
- Monitor and ensure the consistency of setting in the curriculum area.
- Embed effective approaches to the setting of home learning.
- Develop the work of teachers through observations, work scrutiny, and effective CPD.
- In consultation with the SLT and the Business Manager, ensure that the subject area is provided with effective resources for setting home learning.
- Analyse and interpret behaviour logs and other data on students' engagement with home learning and arrange suitable interventions as appropriate in the curriculum area.
- Ensure that teachers are sanctioning for no home learning as necessary.
- Monitor and embed new initiatives by reviewing effectiveness and improving where necessary.

Teachers' Responsibilities

- Consistently set regular and meaningful home learning using assignments on MS Teams.
- Be responsible for the completion of the work for each student in the class, supporting where issues may occur.
- Ensure that work is acknowledged/marked/given feedback in accordance with expectations.
- 'Return' completed home learning via Teams, even if the hand-in was in person and not electronic. This is so an accurate digest is sent to parents regarding what work is outstanding.
- Provide the Curriculum or Subject Leader with records regarding home learning throughout the year when necessary.
- Check the MS Team chat for their classes to pick up any issues that students may be having.
- Listen to student views and be open to their opinions.
- Monitor the MS Teams feed and communicate regularly with other teachers of shared classes to ensure consistent and fair distribution of workload and home learning setting.

Tutors' Responsibilities

- Monitor the sanctions for home learning of the tutor group and look for any patterns and intervene when necessary.

Students' Responsibilities

- Consistently check the MS Teams classes for new home learning assignments.
- Complete the assignments within 7 days of them being set.
- Contact the class teacher in good time if there are any issues that are creating an obstacle to completing any assignment.
- Encourage a parent to check home learning assignments.

Parents'/Carers' Responsibilities

- Sit with your child for 20 minutes a week, when possible, to look at the assignments that have been set on Teams.
- Provide your child a quiet, distraction-free area to complete their home learning.
- Assist with any technical problems and contact the class teacher/tutor where the issue necessitates more input than just the student 'chat'.

TIMING GUIDELINES

Timing guidelines support students to complete the planned for work appropriately. The guidelines below are **maximum thresholds** that teachers should seek not to exceed and must consider carefully before setting tasks.

However, there are important considerations. Firstly, **at certain times**, for example during in the lead up to assessments and public exams, **students may need to exceed these timings** to ensure they prepare adequately to reach their potential. Secondly, teachers should not see this as a target to fill each week, but a guideline for the amount of work students will do outside of class over an extended period. Teachers should feel free to run a project or have longer tasks over several weeks so long as the total time spent does not exceed these guidelines. Equally over holidays teachers should feel able to set work to ensure students consolidate and prepare effectively.

<i>Year</i>	<i>Time per subject, per week (max)</i>	<i>Maximum total time per week per student</i>
<i>7</i>	<i>30 mins</i>	<i>6 ½ hours</i>
<i>8</i>	<i>35 mins</i>	<i>7 ½ hours</i>
<i>9</i>	<i>45 mins</i>	<i>9 ¼ hours</i>
<i>10 (GCSE)</i>	<i>1 hour</i>	<i>11 hours</i>
<i>11(GCSE)</i>	<i>1-2 hours</i>	<i>18 hours</i>

N.B. All KS3 classes will be set up to one hour of literacy home learning, to include but not limited to: guided reading tasks, Lexia, spellings.'

MICROSOFT TEAMS AND SETTING HOME LEARNING

The school has invested in Microsoft Office 365 to enable the smooth running of all IT communications and make applications available for staff and students. Microsoft Teams is a powerful app included in this Office Suite that has allowed the school to run lessons remotely during the COVID-19 lockdown period. As such, most students and staff have become familiar with the functionality of this resource.

MS Teams can make the setting, monitoring and feedback of home learning more efficient. **All home learning activities for all subjects must be set on MS Teams** regardless of the level of complexity or resourcing. This will enable staff, parents and students to accurately manage home learning.

Teachers must set home learning with a minimum of 1 week (7 days) to complete. One of the most common complaints from students about home learning comes when work is set for two days later or simply stated in class and not written down or carefully considered. Students are also able to use the 'chat' function in the class team to contact the teacher about any issues with completing the work, without having to spend time trying to find them in school.

If a home learning task is not put on MS Teams and set with a 1-week deadline, teachers will **not be able to set sanctions for lack of completion.**

Each student can access their own user area using their Office 365 login. Parents are encouraged to sit down with their child for approximately 20 minutes each week to go through the tasks that they have been set. As there will always be a weekend between setting and completion, this would be an ideal time to engage and check on the tasks due to be completed before the next week. Students also have the ability to ‘pin’ a post for a home learning task so that it appears in the ‘saved posts’ section, making it easier to record the assignments as they arrive.

COMPLETION OF HOME LEARNING

MS Teams allows for more flexible work submission. Class hand in will still be a viable option, but students would also be able to photograph, and upload written or drawn work, complete an MS Form for easy marking, or complete and upload other documents accordingly. This will also allow teachers to monitor students that have completed work before the deadline, and support or remind those that have not.

Staff are expected as a **minimum to visually check and comment on the effort and presentation. This can be done** in class, collecting it after class to give feedback when it is returned to students or online in MS Teams using the ‘feedback’ function. Staff can choose whether more detailed peer or teacher written feedback is appropriate or if feedback on home learning can be incorporated into other tasks – for example feedback on an assessed piece of work may include comments on the quality of revision materials.

Students must **take responsibility in advance of deadlines** to ensure they seek clarification or support if they have any misunderstandings. This will mean students should check they can do the work well in advance of the due date. Students should use the MS Teams ‘chat’ function to speed up the dialogue process between the teacher and themselves. Subject teachers should remind students of this responsibility when setting home learning. Failure to complete home learning or to complete it to the required standard will result in a **detention, set by the Subject Teacher, unless special dispensation needs to be given. This will 60 minutes for all years.** Teachers will log this via SIMS and parents will be informed via The Parent Portal.

This may not always be practical given the need for teaching to be flexible but if possible, staff may want to outline the home learning calendar, deadlines and headline topics for the upcoming half term. This information need only be brief but may help students to plan their time and is an option worth considering.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Create Cornell Notes on topic A & B	Memorise Cornell Notes on topic A & B Complete quiz	Create <i>flip cards</i> on X, Y & Z topics		Memorise <i>flip cards</i> on X, Y & Z topics	Complete end of half term quiz on A, B, X, Y & Z
90 mins	30 mins	120 mins		60 mins	60 mins
Due 20 th Jan		Due 10 th Feb			Due: 28 th Feb

EFFECTIVE PRACTICE

Research shows that home learning is most effective when ‘*short and focused*’ or the result of a ‘*specific target connected with a particular element of learning*’ (Education Endowment Fund T&L Toolkit: 2017). Evidence also suggests that work done at home should be **planned clearly**, rather than be an add-on or even a routine set to fit a timetable. The key for teachers is to think carefully about how the work set will extend the learning done in normal school time. Tasks that are too general or lack specific guidance or examples are likely to have little impact.

Home learning has the greatest impact when accompanied by **clear guidance on content and presentation**, with the **purpose regularly explained**, especially as you are asking students to work in what they perceive to be their own time. It should be **challenging for all** levels and **accompanied by feedback** on effort and/or content.

With this in mind, some of the most impactful activities include:

- Memorisation, summarisation and elaboration tasks to consolidate and improve retention of prior learning done in class. *E.g. structured and evidenced revision notes, quizzing, multiple choice questions, summary...*
- Completing past exam papers and exam style questions. *E.g. short answer questions, planning and writing longer questions, self-assessing against a mark scheme.*
- Redrafting and improvement tasks addressing specific targets from feedback, self-assessment or models.
- Preparatory work or learning for subsequent lessons or assignments. *E.g. flipped learning, presentations, research, vocabulary learning.*
- Structured and relevant written tasks that consolidate learning to help students achieve greater mastery. *E.g. worksheets, exam-style questions, GCSE POD*
- Consolidating and practising skills. *E.g. musical instruments, drawing skills, model-making etc.*

Given that retention of knowledge and skills taught in class is a central purpose of home learning the **next pages include up-to-date advice for students on how to consolidate and recall effectively**. Teachers should assimilate these ideas and endeavour to ensure their home learning use these approaches, which have been proven to be the most beneficial.



LEARN TO STUDY USING ... Spaced Practice

SPACE OUT YOUR STUDYING OVER TIME

LEARNINGRESEARCHERS



HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



HOLD ON!



When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.



This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).

Create small spaces (a few days) and do a little bit over time, so that it adds up!

RESEARCH

Read more about spaced practice as a study strategy

Benjamin, A. S., & Tallis, J. [2010]. What makes distributed practice effective? *Cognitive Psychology*, 61, 226-247.



LEARN TO STUDY USING ... Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

LEARNINGCENTERS.ORG



HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

Roeberger, H. L., Putnam, A. L., & Smith, M. A. [2011]. Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross [Eds.], *Psychology of learning and motivation: Cognition in education*, ppn. 1-36l. Oxford: Elsevier.



LEARN TO STUDY USING ...

Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS

LEARNINGSCIENTISTS.COM



HOW TO DO IT

Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



HOLD ON!



Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.

Work your way up so that you can describe and explain without looking at your class materials.



RESEARCH

Read more about elaboration

McDaniel, M. A., & Donnelly, C. M. (1994). Learning with analogy and elaborative interrogations. *Journal of Educational Psychology, 86*, 508-519.



LEARN TO STUDY USING ... Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY

LEARNINGCENTRE.ORG



HOW TO DO IT



Switch between ideas during a study session. Don't study one idea for too long.



TOPICS
A B C



STUDY
SESSION
1

TOPICS
C B A



STUDY
SESSION
2

TOPICS
A C B



STUDY
SESSION
3

Go back over the ideas again in different orders to strengthen your understanding.



Make links between different ideas as you switch between them.

HOLD ON!



While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.



Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

RESEARCH

Read more about interleaving

Robiner, D. [2012]. Interleaving helps students distinguish among similar concepts. *Educational Psychology Review* 24, 355-367.



LEARN TO STUDY USING ... Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

LEARNTOSTUDY.COM



HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



Share examples with friends, and explain them to each other for added benefits.



HOLD ON!



You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.

Ultimately, creating your own relevant examples will be the most helpful for learning.

RESEARCH

Read more about concrete examples as a study strategy

Rawson, K. A., Thoman, R. C., & Jacoby, L. L. (2014). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.



LEARN TO STUDY USING ... Dual Coding

COMBINE WORDS AND VISUALS

LEARNINGSCIENTISTS.ORG



HOW TO DO IT



Look at your class materials and find visuals. Look over the visuals and compare to the words.



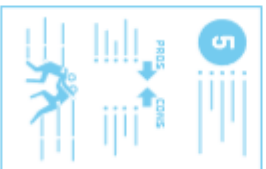
Look at visuals, and explain in your own words what they mean.



Take information that you are trying to learn, and draw visuals to go along with it.

HOLD ON!

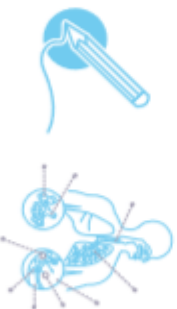
Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.



INFOGRAPHIC



CARTOON STRIP



DIAGRAM



TIMELINE



GRAPHIC ORGANIZER




Work your way up to drawing what you know from memory.

RESEARCH

Read more about dual coding as a study strategy

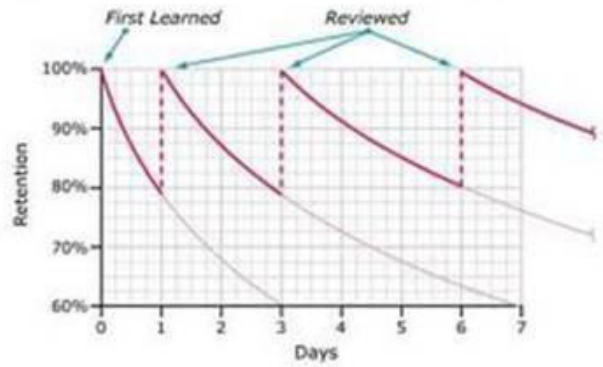
Myer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology, 4*, 444-452.

Revision methods

<p>Read, Cover, Write, Check</p>	<p>This is useful for memorizing contextual information, quotations, stock responses, sentence starters or short thesis statements about characters / themes.</p> <ol style="list-style-type: none"> READ the quotation / statements and all of your points of analysis carefully. Commit all of this information to memory as best you can. (3 minutes) COVER the information. RE-WRITE the information in as much detail as possible. <i>Can you write it in a different format e.g. as a list or in full sentences?</i> Challenge: develop the points you have made in even further detail, offering more thoughtful interpretations (5 mins) CHECK your original quotation and annotations. Compare your rewritten work to the original. Have you missed anything out? Add this to your rewritten work. (2 mins)
<p>Practice testing</p>	<p>With strict timings, practise a range of the exam questions your teachers have given you.</p> <ol style="list-style-type: none"> Review the mark schemes first to remind yourself what is required. Ensure you plan your responses appropriately. Ensure your written responses are clearly expressed and impressively thoughtful. Once you have finished, self-assess your work using a mark scheme. Even better: redraft and improve your work to the highest standard you can.
<p>Revision clock</p>	<p>A way of revising which can break a topic down into 12 sub-categories (<i>a text, contextual information linked to text, sentence starters, stock responses, key quotations?</i>)</p> <ol style="list-style-type: none"> Make notes in each chunk of the clock Revise each slot for 5 minutes Turn the clock over and recite back or rewrite certain sections of the clock. 'e.g. what was in section 2-3?' 
<p>Elaboration</p>	<p>This method asking yourself <u>why</u> something is the way it is or a particular concept or fact is true, and providing the answer.</p> <p>Activity:</p> <ol style="list-style-type: none"> Create / buy a set of cue cards. On one side of each cue card, write a <u>thesis statement</u> linked to the text you are revising. On the other side of your cue card, you must elaborate upon your thesis statement by explaining WHY it is true. You need a wide range of reasons and points that support your thesis statement. You should include mini-quotations. Actively read these supporting points, turn them over and try to rewrite them / recall them accurately. <p>How to write thesis statement:</p> <ol style="list-style-type: none"> Answer the question (generally: Why did the writer create and use that character or theme?) Revise your answer, developing ideas. Focus with examples or references. Develop a more insightful and nuanced argument.
<p>Transforming notes</p>	<p>Use your preferred method of revision. However, during the 'recall' stage of your revision, you must transform the information you rewrite into a different form.</p> <p>For example: You may have written your original notes as bullet points. During the 'recall' stage, you must rewrite your notes as a mind map. Review your original notes after you have finished recalling to check for accuracy.</p> <p>The idea is by transforming your knowledge, you have to keep asking 'why' – why does that item link with another item on a mind map, why should that part be in the drawing, etc, and therefore you strengthen your understanding of the topic.</p>
<p>Interleaving topics</p>	<p>Spacing occurs when multiple study sessions are spaced apart. The opposite of this is 'massed' practice. Research shows that spaced practice improves learning.</p>

Interleaving occurs when we mix up different questions, processes and topics. The opposite of this is 'blocked' practice.

Typical Forgetting Curve for Newly Learned Information



Activity 1:

- Using your preferred revision technique, **revise** one topic. (30 mins)
- Revise** a second topic. (30 mins)
- Recall / rewrite** everything you can remember about the first topic. (10 mins)
- Recall / rewrite** everything you can remember about the second topic. (10 mins)
- Check** your original notes and compare your rewrites for accuracy. Add any changes needed. (10 mins)

Activity 2:

- Create a revision timetable in which you interleave topics. E.g. you may revise An Inspector Calls one evening and Unseen Poetry the next.
- During each revision session, schedule 5 – 10 minutes 'recall time' where you recall as much about the previous topic as you can. This will help you actively review the information you revised from the previous session.

E.g.

Monday evening	Tuesday evening	Wednesday evening
<p>An Inspector Calls (1 hour) Character thesis statements Supporting points + CONTEXT Embedded quotations + analysis</p>	<p>10 minute review An Inspector Calls 5 minutes: Check review notes and compare to yesterday's notes for accuracy</p> <p>Macbeth (1 hour) Character thesis statements Supporting points + CONTEXT Embedded quotations + analysis</p>	<p>10 minute review Macbeth 5 minutes: Check review notes and compare to yesterday's notes for accuracy</p> <p>Conflict and Power poetry (1 hour) Language, form, structure and context for 4 poems – linked by theme of nature.</p>

Even better: Create larger gaps of time between the revision and review stage to strengthen your memory recall. Checking your notes for accuracy after the review stage is crucial for this activity.

Dual coding

Dual coding is the process of combining verbal materials with visual materials. There are many ways to visually represent material, such as with **infographics, timelines, cartoon strips, diagrams, and graphic organizers.**

When you have the same information in two formats - words and visuals - it gives you two ways of remembering the information later on. **Combining these visuals with words is an effective way to study.**

Activity:

- For each of the points you make about character / theme / context, create a visual symbol or print one off.
- Write / explicitly consider the many links between your image and the idea it represents.
E.g. A) *The speaker from My Last Duchess can be represented by an image of handcuffs because he attempts to restrain and control the Duchess.* B) *He also restrains himself from conveying his genuine thoughts and feelings to his new audience.* C) *Like a convict in handcuffs, his anger may manifest itself in violence.*
- Cover up your notes, **leaving only the image.**
- Recall / rewrite** as many of your notes as you can.
- Review** your original notes. Compare your rewritten work to the original. Have you missed anything out? **Add** to your rewritten notes.

