



# Policy/Guideline

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*Responsible: L Purves + staff*

## Sha Tin College Home Learning Policy 2016

Home Learning is set at Sha Tin College when there is a clear purpose linked to student learning. Home Learning is issued by subject teachers using the Home Learning app on SMART. Students have a record of this on their SMART page and Home Learning is also emailed daily to students and parents. Y7 students must record their Home Learning in their paper diary in the lesson when it is issued; this will be monitored and signed by the Tutor and parents each week.

This policy document outlines the purpose of Home Learning and the roles of the school, students, staff and parents.

The staff will review this policy document again in 2016-17 to gauge its efficacy. This evaluation will be based on feedback from staff, students and parents.

### **The purpose of Home Learning at Sha Tin College is to:**

1. Extend and enrich student learning.
2. Reflect upon what is completed in class.
3. Reinforce and consolidate the content covered in lessons.
4. Explore a topic in more depth.
5. Prepare for future lessons.
6. Nurture and guide students' interests.
7. Seek out alternative materials and resources available outside of school.
8. Practice newly taught skills.
9. Review previously mastered skills.
10. Develop independent study habits.

### **Student Responsibilities:**

#### **These are to:**

1. Acknowledge that they have a responsibility to organise themselves and to have a proactive approach to completing tasks and seeking help when needed.
2. Ensure that their Home Learning complies with the school's Academic Honesty Policy. [STC Academic Honesty Policy](#)
3. Ensure that the Home Learning tasks set by their teachers on SMART are completed and the deadline is met.
4. Ensure that they seek help in good time if they have not fully understood the Home Learning task(s) or if they know they will need extra time to complete it.
5. Inform their teacher/tutor of any pressures they are facing from other subjects or school events.

6. Ensure that the tasks are completed to the best of their ability.
7. Check the listed Home Learning each day on SMART and tick off the tasks when completed.
8. Respond to the feedback given on Home Learning.
9. Listen carefully when Home Learning is being explained in class.
10. Ensure that Home Learning is submitted using the format requested by the teacher.
11. Inform their teacher if they are spending considerably longer on the task than the teacher has specified on SMART.

### **Teacher Responsibilities**

#### **These are to:**

1. Record the Home Learning task(s) using the Home Learning app on SMART. Instructions should be clear with a realistic time limit made explicit. The time limit specified should be the maximum time the task should take for all students in the class.
2. Provide clear instructions for the students on what is expected and on the value of the Home Learning task. This should also include the format required for the Home Learning.
3. Give consideration to extra-curricular activities (or other demands) that students could be engaged in when setting a task.
4. Be aware that we have established a maximum quantity of Home Learning for Lower School students which is up to 60 minutes per weekday.

Here is further information about specific subjects for **Year 7**:

No Home Learning in Y7 is set in these subjects	<b>ICT, DT, PE, GTS, Music</b>
Home Learning is set less regularly in these subjects. It is set for key assessments, presentations and when necessary. Optional homework tasks are set when appropriate.	<b>PRS, History, Geography, Drama and Food Technology.</b>
Once a week.	<b>English Chinese/French (30 minutes a week) Science (up to 30 min a week)</b>
Two or three times a week. 30 min in total. (2 X 15 min or 3 X 10 min)	<b>Maths</b>
Once a fortnight	<b>Art</b>

5. Ensure enough time is given for the student to complete the tasks set and not set a Home Learning task with a deadline of the following day.

6. Provide prompt and meaningful feedback on student learning. This is essential to ensure that students learn from the tasks set. Feedback can be provided by the teacher, a peer or in the form of self-assessment.
7. Ensure that clear roles are assigned when Home Learning is connected to group work, so that students can complete a task individually without difficulty.
8. Take care when Home Learning is connected to 'open ended' projects. A clear time limit should be set by the teacher as well as specific guidance on the Home Learning task connected to the project. The quality of the task is more important than the quantity of time spent on it.
9. Ensure that Home Learning is only set over a holiday when absolutely necessary. If it is set then the teacher must ensure that the student has access to support or support materials in order to complete the task effectively.
10. Ensure that if Home Learning is set, it is in line with the guidelines under the purpose of Home Learning section of this policy. Home Learning should not be set for the sake of it but when there is a clear learning purpose.
11. Collaborate with Heads of Department to monitor Home Learning set in their department to ensure it follows this policy. Heads of Department will facilitate termly discussions to share and maintain good practice of setting Home Learning.

### **School Responsibilities**

#### **These are to:**

1. Provide a list of coursework deadlines for examination classes.
2. Provide a Learning Resources Centre with space for students to complete Home Learning activities.
3. Ensure students are well supported academically and in terms of their well-being.

### **Parent Responsibilities**

#### **These are to:**

1. Ensure that there is a balance between Home Learning, tutoring, extra-curricular activities and family time/relaxation.
2. Help support their child's time management so that they are getting adequate leisure time and sleep.
3. Provide a reasonably peaceful place for children to complete their Home Learning.
4. Monitor the time spent on Home Learning and to ensure that the student follows the recommendations and advice of the teacher.
5. Be aware of the Home Learning that is set from the Home Learning email.
6. Ensure that the learning produced is completed by the student.
7. Help support the school by following the Home Learning policy.
8. Monitor encourage and support the student with Home Learning tasks.
9. Contact the subject teacher who will investigate if there is a concern about too much Home Learning being set.
10. Encourage students to read for pleasure.

## **Quantity:**

### **Lower School:**

Teachers should, in accordance with this Policy, set Home Learning only when absolutely necessary and ensure that this is meaningful and purposeful.

The Lower School team believe student Home Learning should be up to 60 minutes per evening. On some days, students may have no homework, and according to educational research this is not considered to be detrimental to a student's achievement. (Tymms and Fitz-Gibbon Pg8. Cooper 1999a, p. 72; 2001, p. 16. Baker and Letendre, pp. 127-28, 130. Mullis et al. 2001, chap. 6.)

### **Middle School:**

In Middle School there is no stipulated number of hours of Home Learning. In all cases staff are encouraged to set homework only when it supports meaningful learning and is essential to progression.

The GCSE Options process begins in Y9 therefore there will be an increase in the depth and breadth of tasks which are set in order to prepare students for GCSE study.

During Y10 and Y11 Home Learning will depend on factors such as coursework and preparation for external assessment.

### **Senior School:**

In the Senior School there is no stipulated number of hours of Home Learning. For example, the amount of Home Learning will depend on internal assessment deadlines and preparation for external assessment. As independent lifelong learners, senior school students should display relevant traits of the IB Learner Profile: inquirers, balanced, thinkers, reflective, and principled. The Senior School team encourage colleagues to set Home Learning only when absolutely necessary and ensure that it results in purposeful learning.

## **Some useful research on Home Learning**

<http://www.alfiekohn.org/homework-improve-learning/>

<http://headguruteacher.com/2012/10/21/homework-what-does-the-hattie-research-actually-say/>

<http://www.nytimes.com/roomfordebate/2010/12/12/stress-and-the-high-school-student/homeworks-diminishing-returns>

<http://bigthink.com/ideafeed/whats-the-perfect-amount-of-homework>