Home Learning Guiding Principles

Improving learning through practice

Purpose:

The purpose of Home Learning at Penistone Grammar School is to improve learning through practice. Evidence from the *Education Endowment Foundation* (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:
   a. 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.*
   b. 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.*
   c. 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. A consistent routine including format and frequency is used. *For example, use of a consistent set day and timescale to complete within.*
   b. HL is assigned on Microsoft Teams with an appropriate timescale of at least 5 days to complete, clear instructions, and deadline. *Made further accessible by students writing in a prompt in passport*
   c. KS3 HL is linked to 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:
   a. Praise and value points for quality and completion are made clear and consistent to students
   b. Written reminders and free time removal are fair, consistent and proportionate
   c. Teachers provide regular prompts 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*
   d. The use of a HL curriculum plan provides consistency across and within subjects and provides a proportionate number of HL a week for students.

4. **Value** increases when:
   a. HL is integrated into the learning sequence. *For example, increasing fluency of applying knowledge to improve progress in lessons or revisiting the weaker areas of HL at the start of lessons.*
   b. 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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Department Home Learning
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	D&T/Food to be set an knowledge task and 3 retrieval quizzes per subject per rotation	Half termly	45 minutes	Y
Drama	Lines practice	Half termly	30 minutes	Y
English	Reading comprehension (Sparx)	Weekly	30 minutes	N
Geography	Core knowledge flash cards creation linked to retrieval practice	Fortnightly	30 minutes	Y
History	Retrieval quiz (EduCake)	Fortnightly	20 minutes	Y
Maths	Applied Practice (Sparx Maths)	Weekly	30 minutes	N
MFL (French and Spanish)	ActiveLearn - Retrieval practice and vocabulary acquisition	Fortnightly	30 minutes	Y
Music	Retrieval practice	Every 3-4 weeks	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	Weekly	30 minutes	Y

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, extended writing task	Weekly	60 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, extended writing task	Weekly	60 minutes
English	Reading comprehension (Sparx Reader), extended writing tasks, exam practice	Weekly	45 minutes
Geography	Core knowledge flash cards creation linked to retrieval practice	Fortnightly	30 minutes
History	Retrieval quiz (EduCake). Additional requirement to revise for assessments and practice exams.	Fortnightly	30 minutes
Maths	Applied Practice (Sparx Maths)	Weekly	60 minutes
MFL (French and Spanish)	ActiveHub vocabulary and retrieval practice, plus reading, listening and translation exam practice	Weekly	30 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	Weekly	30 minutes
Religious & Citizenship (core)	Retrieval practice	Every 3-4 weeks	30 minutes
Science	Sparx science Retrieval practice	Weekly	45 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, extended writing task	Weekly	60 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, extended writing task	Weekly	60 minutes
English	Extended writing tasks, exam practice	Weekly	45 minutes
Geography	Core knowledge flash cards creation linked to retrieval practice	Fortnightly	30 minutes
History	Retrieval practice, revision	Fortnightly	60 minutes
Maths	Exam practice / fluency (40 marks)	Weekly	60 minutes
Modern Foreign Languages	ActiveHub vocabulary and retrieval practice, plus reading, listening and translation exam practice	Weekly	30 minutes
Music	Retrieval practice, exam practice, instrumental and compositional practice	Weekly	120 minutes+ (instrumental)
Physical Education (GCSE)	Exam Practice, retrieval practice	Fortnightly	60 minutes
Religious & Citizenship (GCSE)	Retrieval practice, exam practice	Weekly	30 minutes
Religious & Citizenship (Core)	Retrieval practice	Every 3-4 weeks	30 minutes
Science	Sparx science Retrieval practice	Weekly	45 minutes
Sociology	Retrieval practice, exam practice, extended reading and writing tasks	Weekly	60 minutes