Ivybridge Community College

Home Learning – Quick Read

Why?

Home Learning has a positive impact on average (+5 months) with pupils in secondary schools. It is imperative that we optimise every opportunity to embed core knowledge into the long-term memory of our students, and that we guide them throughout the process of Home Learning and revision to reduce cognitive load, whilst ensuring that this achieves the following 5 principles.

Principle	Home Learning is...	...By...	...So that.
1	**Accessible** to all	Using easy to access online platforms where possible.	No students are disadvantaged.
2	Reliably set and **communicated**	Setting on Class Charts	Students know what it is and when to do it.
3	A form of **practice**	Guiding students to retrieval or drill the skill practice	Students build long term memory Students develop well embedded skills
4	**Part of the Learning**	Dedicating time in class for whole class feedback	Students know how to improve/ what they got wrong.
5	**Acknowledged** on completion	Recording on Class Charts	Students are motivated to continue completing/ parents are aware of completion issues.

What?

No student should be disadvantaged within the curriculum by not having the capability to consistently complete Home Learning, however students who complete this will further embed the core knowledge of their subjects into their long-term memory.

<table>
<tr><th>Key Stage 3 – Year 7 and 8</th><th colspan="2">Key Stage 3 – Year 9</th><th>Key Stage 4 Years 10 and 11</th><th>Key Stage 5</th></tr>
<tr><td colspan="4">Set centrally each week on a Tuesday 9am – due following Tuesday 4pm</td><td>Set by class teacher</td></tr>
<tr><td>Maths
English
Science</td><td colspan="2">Maths (1 hour/ week)
English
Science</td><td rowspan="3">Mathematics x2
English
Biology
Chemistry
Physics
Option A
Option B
Option C
Option D</td><td rowspan="3">Subject 1 x 2 hours per week set
Subject 2 x 2 hours per week set
Subject 3 x 2 hours per week set
(Subject 4 x 2 hours per week set)

Plus 3 hours of independent revision/ Cornell notes/ extra practice/ consolidation per subject per week</td></tr>
<tr><td>Coursework
(Set by class teacher)</td><td>Week A</td><td>Week B</td></tr>
<tr><td>Art</td><td>History
Art (Set by class teacher)</td><td>Geography
MFL</td></tr>
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How?

Home Learning will always;

- Be logged on Class Charts. *"Not on Class Charts, student does not need to complete."*
- At Key Stage 3 and 4 be given a week from setting to completion.
- At Key Stage 3 and 4 – Set on a Tuesday at 9am to be completed the following Tuesday at 4pm
- Be completed online/submitted online prior to the lesson/ brought to lesson for submission.
- Take a sensible/ achievable time to complete. (<45 mins per evening).

Home Learning will often;

- Make use of an online platforms – Seneca, SPARX, Educake, UpLearn etc
- Be self-marking – to aid in workload reduction for staff.
- Link directly to the core knowledge of the subject curriculum.
- Retrieve core knowledge of upcoming assessments or mock exams.
- Be stipulated across the department.
- Be planned/ set centrally by Subject Leadership

Coursework;

- In Art in Year 7 & 8 – students will be set 'coursework', approx. 2 per half term via Class charts.
- In Art Year 9 students will be set coursework bi-weekly via Class charts
- Coursework is to be completed at home, in their sketchbooks – independently and will form an integral element of the Year 7, 8 & 9 mid and end of year Art assessments.
- All coursework will be set on the day the student has Art and due the following week in the Art lesson

Revision;

- In the lead up to end of Mid-Year and End of Year assessments, students in all years may be set revision home learning to complete.
- Home revision tasks will complement and support students to be successful in assessment points.
- Resource materials to support are available for ALL students in all years via their Microsoft Team.

Students should expect regular but not onerous Home Learning every day.
A guide of the length of time spent on Home Learning is...

	Daily Home Learning (Tuesday 9am – Tuesday 4pm)
Year 7	1 subject x 30 mins per day (Mathematics one hour)
Year 8	1 subject x 40 mins per day (Mathematics one hour)
Year 9	1 subject x 45 mins per day (Mathematics one hour)
Year 10	2 subjects x 30 mins per day
Year 11	2 subjects x 40 mins per day
	Home Learning per subject per week ***(Not including NEA components or coursework)***
Year 12	2 x 60 mins per week
Year 13	2 x 60 mins per week

Plus 3 hours of independent revision/ Cornell notes/ extra practice/ consolidation per subject per week

Practical subjects will have periods of time where coursework (NEA) or Practical Exam work (ESA) will require increased volume of work.

Enrichment Home Learning

Optional Home Learning can be set from other subjects as appropriate to the subject and curriculum sequence, for example Music, Drama and Technology. This Home Learning is for enrichment purposes only and will not be graded as part of the lesson. This Home Learning will always have the word "Enrichment" in the title. There will never be sanctions for students not completing enrichment Home Learning.

When?

Key Stage 3 and 4 – Home Learning Timetable				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	All Set - 0900 All Hand in - 1600			
*Coursework will be set by class teacher and submitted in class the following week				

Year 11 – Easter Holidays (Term 4 – 6)

To prepare for the spring examination series and their final exams, the schedule for setting and completing home revision will change after Christmas. Starting in Year 11, students must organise and prioritise their time to complete the official NEA elements of their course and begin increasing the volume of past paper practice. Assignments will still be set, be targeted revision, however non-completion will not be sanctioned.

The most successful students supplement their Home Learning and revision during this period by attending Block 6 sessions from 3.30 to 4.30pm in the Haring Block. Year 11 students are also expected to complete the revision Home Learning assigned by their class teachers, as this will best aid their progress in their specific areas of need.

Key Stage 5

At Key Stage 5, students are expected to manage their own workload and Home Learning more independently. The times when students will need to complete their work will be dependent on their own personal commitments, study blocks and timetables.

Every student at Ivybridge Community College is taught explicitly how to manage their time through our personal development programme. As part of this, using the VESPA program running through tutor time, students will be expected to produce their own schedule of work to include time spent completing independent study and Home Learning.

Submission – Subject Dependent

Online – Using the App/Website e.g. Educake/ Sparx/ Seneca etc
In Class – Submission should be a regular routine for students and teachers.
And then – Staff to make time to reflect with students on the patterns of Home Learning completion. Praising those who are consistently producing high-quality work and sanctioning using the College systems those who do not submit work or produce work to an acceptable standard.

Best practice – Staff should briefly acknowledge well completed learning, general misconceptions, common wrongly answered questions. Staff will record submission and lack of submission on ClassCharts.

Traditional longer form 'Home Learning'/ 'Project Work'
We avoid setting written or longer form Home Learning due to the significant workload it places on staff, the increased likelihood of students making excuses for non-completion, and the recognition that some students may lack sufficient support at Home to effectively complete these assignments. This approach ensures fairness and practicality.

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What do we do for students without access to devices?
For students without access to devices, we offer a Home Learning club, provide dongles for internet access, and lend devices to ensure completion. These measures ensure that all students have the necessary tools and support to participate fully in their education, regardless of their home circumstances. If this is you, please do not hesitate to contact us for support.

Praise
Teachers will recognise effective Home Learning through positive points on Class Charts. Each completed Home Learning task will receive +5 Points. Students who are exceptional completers of Home Learning will be praised at a College level through the character development programme.

Non-submission
In the event of non-submission, the teacher notifies students and parents via Class Charts. Three negative points will be given on Class Chart and will result in a break time detention during which students will be supported to complete their Home Learning and remove any barriers to future non-completion.

Parents of students who persistently do not submit Home Learning will be contacted by the Pastoral Team, with the aim of identifying barriers to Home Learning completion.

Students who persistently do not submit Home Learning will jeopardise their opportunity to represent the College or attend enrichment opportunities, such as sports teams, enrichment week, trips and in Year 11 - prom.

Reasonable adjustment can be made for students who, through no fault of their own are not able to currently complete home learning. For example – Family bereavement, serious illness.

Support
Home Learning support will be available daily after College in the Home Learning Club in the Library. Departments offer their own subject specific Home Learning support, generally on a Tuesday.
Year group specific support will be communicated through assemblies and lessons. This will be housed in the computer suite in the library, manned by a member of staff for support.

Year 11 support and Revision Space
From January, Year 11 students will have a dedicated space for support before and after College, and during breaktimes in the Sixth Form Neil Maythorn study space. All students can access the Block 6 study sessions – more information can be found in our Finish Line Strategy pages.
Minibus provision is available for disadvantaged students in Key Stage 4 who require additional support after College. Parent support evenings explicitly guide on how to approach revision, home learning, with the Self Testing Toolkit an essential focus. In exceptional circumstances there will be adapted pathways for those students who cannot access Home Learning expectations.

Home Learning During Examination Weeks

- During examination weeks, students will only be set elective Home Learning.
- Non-completion will not be sanctioned.
- Completion will be praised through Class Charts and in person.
- Home Learning during this time will be retrieval based and focussed on the content of the examinations to be taken.
- Essential vocational Home Learning for examination preparation is still permitted.

Follow up and acknowledgment
Home learning completed is acknowledged with positive points on ClassCharts.
Home learning not completed will lead to a Breaktime Detention on a Thursday –

Key Stage 3 – Break 1.
Key Stage 4 – Break 2.

These sessions are staffed by teachers, and time is used to help students complete the following weeks' home learning.
Students who choose not to attend the Breaktime Home learning Detention are upscaled to Reset for Friday Block 2 and Break 1 where they will have the opportunity to complete the home learning for the week.

Unforeseen Circumstances
We know that for most students, completing home learning, clearly communicated the expectations on class charts and providing weekly support session ensures they complete the home learning.

If there are unforeseen circumstances why a students may not be able to complete this home learning, the students should arrive at college with a note, or email, signed by parents to confirm this to the teacher issuing who can mark this on the home learning register.

Unforeseen circumstances would include but are not limited to – Family emergency; internet outage; illness spanning >7 days.

Unforeseen circumstances would not include but are not limited to – Forgetting; not checking class charts; term time holiday.

All Key Stages
What is set?

Subject	Year 7 & 8	Year 9	Key Stage 4	Key Stage 5
Mathematics	Sparx	Sparx – One hour per week.	Sparx – One hour per week.	Past paper questions weekly 1 hour per teacher per week.
English	Sparx Reader	Sparx Reader	Seneca Plus – Essay Writing Knowledge Quiz- MS forms Reading and Quiz Year 11- Writing/Planning Practice	Weekly writing task Pre-reading of set texts Wider reading – texts and articles Year 13- Past paper questions
Science	Sparx	Sparx	Sparx Science + Past Papers AQA Exam Past Paper Questions	Past Paper Questions. Practical Assessment Completion. EPMAC self-improvement tasks (Physics)
Geography		Seneca – Week B	Seneca Exam questions	Exam questions Wider reading Non-Examined Assessment Retrieval practice Seneca
History and Politics		Seneca - Week A	Seneca Microsoft Forms Knowledge booklets	Exam Questions Wider reading Non-Examined Assessment Retrieval practice Seneca
Languages		Language Nut – Week B	High Frequency vocab booklet Vocab lists GCSE Bitesize Exam questions	Vocab lists Exam questions Pre-reading tasks Essays Independent Research Project
Art	Coursework – As directed by Class teacher, usually completed in sketchbook, which students must bring back for lessons	Week A - Practical work to practise skills. Research/written work, finding resources to support personal project work	All Home Learning is NEA (60% of final GCSE Mark) Completion is essential. Likely to include: practical work, research, written work, finding resources to support personal work/ideas, photoshoots	All Home Learning is NEA (60% of final A Level Mark) Completion is essential. Likely to include: Practical work, Research, written work, finding resources to support personal work/ideas, photoshoots
Dance		Optional Enrichment opportunities	**GCSE** Home Learning is a combination of NEA (60% of final GCSE Mark). NEA is	**A Level** Home Learning is a combination of NEA (50% of final mark). Students will

			practical and theory work. Two programme notes must be prepared for NEA and 3 Performances. 1, 2, 3, 6 and 12 Marker Questions based on lesson focus Enrichment Opportunities **BTEC** Research Written Evidence Preparation Practical Rehearsal Enrichment Opportunities	create and perform 3 performances supported with written evidence. Students will research, and prepare for essay writing for their theory work Question papers based on lesson focus **RSL** Research Written Evidence preparation Practical rehearsal Enrichment Opportunities
Music		Retrieval quiz – MS Forms Listening based tasks Practical tasks – if there is access to an instrument / device at Home	Focus on Sound lessons Listening and appraising tasks Performance practice Composition practice Exam questions Revision tasks	Listening and appraising tasks Research based tasks Wider reading Presentations Portfolio based tasks Individual and ensemble practice
Drama		Specific tasks, completed within Drama Booklet (or elsewhere, as required).	Home Learning is a combination of written (word-processed) NEA tasks and preparatory tasks in relation to this. Home Learning will also consist of non-written tasks such as line learning (with bespoke deadlines set), and the watching of theatre online. Home Learning will also be tasks related to Component 3, including Exam Questions, Research tasks, completion of Revision Booklet sections.	Home Learning is a combination of written (word-processed) NEA tasks and preparatory tasks in relation to this, including summaries of practitioner studies. Home Learning will also consist of non-written tasks such as line learning (with bespoke deadlines set), and the watching of theatre online. Home Learning will also be tasks related to Component 3, including Exam Questions, Research tasks, completion of Revision Booklet sections.
Business			Home Learning is retrieval based. Year 10 and 11 students are given a weekly task to review current knowledge using the knowledge organiser, you tube clips and SENECA. They each have a Home Learning book to demonstrate how they are consolidating their notes	Home Learning is set on ERevision to encourage students to retrieve their knowledge at Home. Students are expected to consolidate and add to their notes and they have a separate Home Learning book for this. In addition to this they are required to complete an essay or

			and they can complete past paper questions if they want to in their Home Learning books. Completion of SENECA is tracked on Classcharts. This is set centrally for all groups so there is consistency. Year 11 have an additional exam practice task to do and review every 2 weeks, and this aligns with their in-class assessment practice. Staff check and track this while students are working silently and independently but students should have self-reflected at home and should be ready with questions. M1.02 and M1.05 are available for students to access the computers for SENECA.	section of a past paper every 2-3 weeks depending on the subject matter and progress through the course. This becomes more rigorous as they move through Year 12 and into Year 13 when there is more scope to set high stakes tasks. H1.07/M1.05 is available for Erevision
Economics			Home Learning is retrieval based. Year 10 and 11 students are given a weekly task to review current knowledge using the knowledge organiser, you tube clips and SENECA. They each have a Home Learning book to demonstrate how they are consolidating their notes and they can complete past paper questions if they want to in their Home Learning books. Completion of SENECA is tracked on Classcharts. This is set centrally for all groups so there is consistency. Year 11 have an additional exam practice task to do and review every 2 weeks, and this aligns with their in-class assessment practice	Home Learning is set on Uplearn to encourage students to retrieve their knowledge at Home. Students are expected to consolidate and add to their notes and they have a separate Home Learning book for this. In addition to this they are required to complete an essay or section of a past paper every 2-3 weeks depending on the subject matter and progress through the course. This becomes more rigorous as they move through Year 12 and into Year 13 when there is more scope to set high stakes tasks. H1.07/M1.02 is available for Uplearn
BTEC Enterprise and Applied Business			Year 10 – Controlled assessment Home Learning is research based as they are unable to complete their NEA at Home. Year 11 – once they are revising for their terminal exam Home Learning is retrieval based. Year 10 and 11 Students are given a weekly task to review	Coursework – 2/3 of the course for Y12&13 is course work based and students have a deadline every 1-2 weeks so they are continuously working towards completion and progress is immediate and visible to students and parents. This is tracked on a

			current knowledge using the knowledge organiser, you tube clips and SENECA. They each have a Home Learning book to demonstrate how they are consolidating their notes and they can complete past paper questions if they want to in their Home Learning books. Completion of SENECA is tracked on Classcharts. This is set centrally for all groups so there is consistency. Year 11 have an additional exam practice task to do and review every 2 weeks and this aligns with their in-class assessment practice. Staff check and track this while students are working silently and independently but students should have self-reflected at Home and should be ready with questions. M1.02 and M1.05 are available for students to access the computers for SENECA.	spreadsheet and transferred to Class Charts. January Exam Home Learning is set using the revision guide to encourage students to retrieve their knowledge at Home. Students are expected to consolidate and add to their notes and they have a separate Home Learning book for this. In addition to this they are required to complete an essay or section of a past paper every 2-3 weeks depending on the subject matter and progress through the course. This becomes more rigorous as they move through T1 when there is more scope to set high stakes tasks. M1.05 is available for course work catch up
Design and Technology	Optional Enrichment plus sourcing ingredients for Food practical lessons.		Exam practice Retrieval practice NEA development (Year 11) Research activities Client feedback	Exam practice Retrieval practice NEA development Research activities Client feedback
Sociology			Exam practice Retrieval practice Blind mind-mapping of 'core tables' Consolidation questions MS Forms (retrieval quiz)	Wider reading Application research Consolidation questions Retrieval practice Essay planning Exam practice MS Forms (retrieval quiz)
Psychology			Exam practice Retrieval practice Consolidation questions MCQ questions	Wider reading and summary exercises Blind mind mapping Consolidation activities Essay planning and completion Exam practice Retrieval practice: Mega test preparation Folder expectation practice
Child Development			Exam practice Retrieval practice Consolidation questions MCQ questions	

Criminology				Wider reading and summary exercises Blind mind mapping Controlled assessment activities Exam practice Retrieval practice Folder expectation practice
Health and Social Care			Exam practice Retreival practice Consolidation questions MCQ questions	Wider reading and summary exercises Blind mind mapping Controlled assessment activities Exam practice Retrieval practice Folder expectation practice
Applied Psychology				Wider reading and summary exercises Blind mind mapping Controlled assessment activities Exam practice Retrieval practice Folder expectation practice
Religious Studies		Optional Enrichment Home Learning	Examination practice Mind mapping Learning key beliefs – Hindu and Christian tables Quotation practice Consolidation of key words and concepts	Wider reading and summary exercises Blind mind mapping Exam practice Retrieval practice Folder expectation practice

What we do	What we do not do	So that
• Accessible to all - all students are equipped to engage • Planned with purpose - an essential element of progress • Retrieval-based (no new knowledge) • Home Learning is timetabled; a standing feature of the working week • Instructions for completion are clear • Marked (by computer of staff) with feedback used to inform lesson planning • Requires minimal effort from staff	• Inaccessible to some - lack of IT/access to specialist equipment • Unplanned and lacking purpose • Project-based - further compromises the already disadvantaged • Delivery of new information - further compromising the already disadvantaged • Unmarked/ uncorrected • Onerous for staff to set, track and mark	• Home Learning is predictable • Home Learning is achievable • Home Learning is designed to build success • Home Learning is rewarded when completed well.

Further reading

Summary of EEF findings on Home Learning

The Education Endowment Foundation (EEF) provides resources and evidence to improve educational outcomes. Their analysis on Home Learning highlights:

Impact and Effectiveness:

Home Learning has a positive impact, especially in secondary schools, adding on average five months of learning.
Primary school Home Learning shows smaller gains (three months).
Quality of Home Learning is more crucial than quantity.
Effective Home Learning is linked to classroom learning and includes high-quality feedback.

Closing the Disadvantage Gap:

Disadvantaged pupils often face challenges like lack of a quiet space or learning resources.
Home Learning clubs can mitigate these issues by providing support and resources.

Implementation:

Schools should focus on well-designed tasks, clearly communicate Home Learning purposes, address barriers, and avoid using Home Learning as punishment.
Regular monitoring and feedback are essential.

Cost and Evidence Security:

The cost of Home Learning implementation is low, involving teacher training and resources.
The evidence supporting Home Learning's effectiveness is limited, with many studies lacking rigorous, independent evaluation.
Overall, while Home Learning is beneficial, its success relies on thoughtful implementation and addressing potential barriers to ensure all students benefit equally.