



# Independent Home Learning Policy

Approved by:	Date: June 2020
Last reviewed on: July 2020	
Next review due by: July 2021	

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## Section 1: Aim and rationale

### Aim:

- To make clear to all students, staff and parents/carers our expectations for independent home learning.
- To ensure consistently high standards of independent home learning across the Academy.

### Rationale:

"Independent home-learning is not an optional extra, but an essential part of a good education". - 1999 White Paper, Excellence in Schools

Independent home-learning should not be an afterthought but should be an opportunity for students to consolidate the learning that has been completed utilising the most efficient methods to transfer the knowledge to their long-term memory. Independent home-learning will allow students to build routines and develop positive attitudes and discipline towards work outside of the classroom, developing their mastery of the process as well as the content. Independent home-learning enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of learning of each curriculum area.

### The Purpose of Independent home-learning

At Oasis Academy Enfield it is important to have a high standard of independent home-learning. There are many reasons for setting Independent home-learning, the most important ones being to;

- Encourage and develop self-discipline and good study habits
- Reinforce class work and consolidate learning
- Provide opportunities for teachers to assess students' progress and to maintain a dialogue with the student about their learning
- Give students experience of working independently, and to develop in students a sense of responsibility for, and commitment to, their own learning
- It provides opportunities for parents/carers to be involved in supporting their child with independent home learning.

### Independent home-learning should be:

- A planned element of classroom teaching
- Relevant, meaningful and set for a purpose
- Used to develop a combination of skills and knowledge.
- Differentiated to meet the needs of individual students
- Taking into account the variation in resources available to students at home.
- Explained clearly to students so that they know what they need to do and how the task will be assessed
- Manageable for staff in terms of marking

## Section 2: Types of Independent Home-Learning

### Types of Independent Home Learning:

- Self-quizzing- learning the answers to a set of questions
- Spelling and learning definitions of key words and terminology
- Using flashcards to learn a section of knowledge
- Using a knowledge organiser - learn the key sections from it
- Learning the key points from a diagram and being able to label a blank diagram
- On-line platforms such as Hegarty Maths, Seneca, GCSE POD

### For Stretch and Challenge, student's independent home learning may also encompass:

- Comprehension questions that develop students thinking, encouraging them to interrogate a text in a particular way
- Annotating a diagram to explain 'why' or 'how'
- Extended writing making links between prior knowledge

### For Special Educational Needs

- For SEND students' independent home learning tasks should be differentiated and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs.
- Independent home learning should not be seen as an attempt to allow SEND students to catch up with the rest of the class
- Prior liaison with the SENCO should aim to ensure that tasks are manageable and skill practice incorporated
- Tasks should be varied, have a clear focus and a time-guideline
- Give SEND students plenty of opportunities to succeed

### Sixth form Independent Home Learning:

- Structured tasks should relate to the assessment criteria and be geared towards examination or coursework requirements.
- Independent home learning should be marked with an 'A' level or BTEC grade where appropriate and a clear indication of how far the student is from the next highest grade and how to achieve it.
- Self-organised study, such as reading and revision, should be highlighted as vital at the start of each unit. Guidance should be provided regularly to help students with these tasks.

## Section 3: Expectations

There is a shared responsibility of teachers and students for ensuring that independent home learning is of a high quality throughout the Academy.

### **The Academy Leadership Team's responsibility is to:**

- Provide support for the development of independent home learning in departments in terms of time and resources.
- Ensure that the whole academy policy is embedded firmly in departmental provision and that provision is regularly monitored and reviewed.
- Inform parent/carers of the independent home learning policy through the use of the academy website
- Ensure that an evaluation and review of the academy independent home learning policy and procedures is undertaken. The key criterion will be the extent to which the policy is contributing to students' progress and their attitude to learning.

### **The teacher's responsibility is to:**

- Ensure you are following your departmental guidance on setting and marking independent home learning
- Set good quality independent home learning.
- Have high expectations of the quality and presentation of students' work.
- Support students who may have difficulties with independent home learning.
- Regularly remind students that their independent home learning is available using the Show My Independent home-learning platform.
- Monitor students' work and regularly mark independent home learning using the departmental marking policy.
- Guide and encourage students to improve their own work by providing a success criteria

### **The student's responsibility is to:**

- Ensure independent home learning is presented neatly and accurately completed.
- Complete independent home learning by the stated deadline.
- Display the independent home learning timetable in a prominent place at home.
- Try to find a place away from distractions. Students can use the library every day to complete their home learning.
- Ask for help if they find independent home learning difficult.

### **The parent/carers responsibility is to:**

- Provide interest, support and guidance to your child.
- Develop a regular routine for completing independent home learning at home.
- Ensure independent home learning is completed accurately.
- Encourage your child to present independent home learning work neatly.
- Review your child's home learning on Show My Independent home-learning every week.
- Provide a quiet place where possible to complete independent home learning or encourage your child to use the academy library.
- Encourage your child to read for a least 20-30 minutes every day

## Section 4: Frequency and Duration of Independent Home-Learning

The Academy does not publish a prescriptive independent home-learning timetable. Teachers are expected to adhere to the arrangements described below, and to set independent home-learning with a reasonable deadline for completion (it is not usually expected that students would have to hand in independent home-learning the next day, for example). Students are expected to develop their organisational skills by planning the completion of their independent home-learning tasks according to their calendar (please see below).

**Core Subjects include: English, Maths and Science.**

**Foundation Subjects include all other subjects in year 7 and 8 and option subjects in Year 9 to 11**

Year	Time Core Subjects	Time Foundation Subjects
7	Core Subjects and iLearn 30-45 minutes per week	Music, ICT, Spanish or French and drama 30 minutes a fortnight.
8	Core Subjects 30-45 minutes per week.	1 hour per fortnight.
9	Core Subjects. At least 45 minutes per week.	At least 45 mins per week.
10 and 11	At least 1 hour per week.	At least 1 hour per week.

### Sixth Form

Students will be set one task of approximately one hour each week by each of their teachers (normally two teacher per subject), and should spend at least the same amount of time per week on reviewing notes, supplementary reading and revision. BTEC independent home learning must be set in line with coursework requirements.

## Section 5: The setting, recording and monitoring of independent home-learning tasks

### Setting of independent home-learning

- Teachers will set independent home-learning through the online resource “Show My Homework” (SMHW) (<https://oasisenfield.showmyhomework.co.uk>)
- Teachers will upload the details of the independent home-learning task including the nature of the task and instruction for its completion, the due date and other instructions. The teacher will inform the class that independent home-learning has been set. The teacher may also attach other resources that may be required such as supplementary worksheets, links to website or videos etc.
- Each student has a personal log in for the site that presents them with their personal calendar which shows them what tasks have been set, how long to the deadline for each task and so on. Students can also mark tasks as having been completed to help them with their organisation.
- Please note that it is possible to view all independent home-learning tasks without logging in; students can use various filters (year group, subject etc.) to find the independent home-learning tasks that apply to them (please see appendix 1). Forgotten passwords will not be accepted as a reason for failing to complete an independent home-learning task.
- Parents and carers will also be allocated a log in to enable them to support their child’s organisation and completion of independent home-learning. This is particularly important for younger students.
- Students that do not have access to the internet at home can use computers around the school, particularly in the library which is open from 8am before school and until 5pm after school.
- There is also a SMHW app for Android and iOS devices which is free to download.

### Recording of Independent Home-Learning

- Departmental Policy Statements and Schemes of Work must reflect the Academy’s Independent Home-Learning Policy and procedures.
- Departmental strategies should be agreed and reviewed regularly to ensure effective setting, recording, marking and monitoring of homework.
- Independent Home-Learning should be written on the board
- Teachers must keep a written record of independent home-learning set.
- Heads of departments and subject leaders must ensure that independent home-learning is set and marked regularly, by all members of their department, in accordance with academy and departmental policy.

### Monitoring of Independent Home-Learning

- Independent Home-Learning will be monitored by the class teachers and by Heads of department/subject leaders as part of the book scrutiny.
- Independent Home-Learning will also be monitored by learning guides. Once a week learning guides need to check that students are logging into ‘Show My Homework’. If there has been no recent activity for the past week then a learning conversation needs to take place with the student.
- If there is no improvement then learning guides need to refer students to their Head of Year.
- Heads of Years will need to contact parent/carers for further support
- The Academy Leadership Team have a monitoring role to ensure that independent home-learning is being set across each Key Stage, and should carry out systematic sampling at regular intervals. Serious difficulties experienced by the Heads of year may be referred to the Academy Leadership Team.

## Section 6: Feedback to students

- Effective and prompt feedback is fundamental in helping students to progress.
- Schemes of work must include how independent home-learning tasks are to be assessed, and the criteria must be shared with students.
- Written comments must be constructive, indicating to the student what and how to improve.
- Student self and peer evaluation exercises and the use of model answers are useful to aid students' understanding of assessment procedures

## Section 7: Strategies for supporting the completion of independent home-learning

The primary aim is to impress upon students that independent home-learning is a vital part of their education, to be done at home or within study support sessions. A variety of strategies must be employed to ensure the successful completion of independent home-learning. The academy operates a supported study scheme that complements the independent home-learning policy.

### Independent home-learning club/study room

To support students with their independent home-learning, staff will run a KS3 independent home-learning club every lunchtime. A KS4 study room will be available to students from Years 10-11 every lunch time. Students are encouraged to use it. Teacher help is on hand (not to give answers of course) but to encourage and guide. Difficulties can be resolved and concerns passed on to subject teachers.

## Section 8: Rewards and Consequences

### Rewards

Success must be rewarded and student self-esteem raised. Suggestions include:-

- The use of the academy reward system.
- The use of departmental certificates and postcards.
- Verbal praise to individuals and groups.
- Students' work displayed in classrooms and corridors.
- Phone calls home

### Consequences

- If students fail to submit or complete homework this must be recorded by subject staff in the planner. Providing that there are no extenuating circumstances, students must complete the set work:-
  - Independently
  - By recorded attendance at a study support or home learning group
  - Within a subject/department detention.
- Further failure to complete independent home-learning will result in referral to the relevant Head of Year and the student being placed in an academy detention, where, if appropriate, the task will be completed. It is the responsibility of the subject teacher to supply work.
- A further referral to the Head of Year will result in a letter to parent/carers outlining the nature of the problem and an intention to place the student on home learning report. The co-operation of the parent/carers is requested at this stage.
- If failure to comply with independent home-learning requirements continues while the student is on homework report, referral is made to the Assistant Principal (Curriculum), who will request a parental interview. Failure to comply at this stage will result in an interview with the Deputy Principal (Teaching & Learning).



## Appendix 1: How to log onto 'Show My Homework'

How to log onto 'Show my Homework' if you forget your username and password:

1. Go to google.co.uk



Search Google or type a URL

2. Type in 'Oasis Academy Enfield Show My Homework'

3. Click on the link below

Oasis Academy Enfield Show My Homework

All Maps News Images Shopping More Settings Tools

About 50,400 results (0.38 seconds)

www.oasisacademyenfield.org > learning > homework

Homework - - Oasis Academy Enfield

Show My Homework gives Parents the chance to: stay informed and engaged; 24/7 access; reduce homework stress. Home Based Learning. Students should ...

oasisenfield.satchelone.com

**Satchel One | Learning platform**

Oasis Academy Enfield logo image. Oasis Academy Enfield. View homework calendar. Select a year. Select a type ... Or, show all. Download the app and never ...

4. You should be directed to this page  
**DO NOT LOG IN - follow the tabs:**

- Select **year group** e.g. year 7
- Select a **subject** Select your **teacher**

5. Once you have selected the options, your independent home-learning should appear.

**IF YOU HAVE ANY PROBLEMS ACCESSING YOUR INDEPENDENT HOME-LEARNING PLEASE EMAIL MS DENNIS AT [CLAUDETTE.DENNIS@OASISENFIELD.ORG](mailto:CLAUDETTE.DENNIS@OASISENFIELD.ORG)**