



# HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

*'Be the very best you can be'*

## HOME LEARNING (Homework) POLICY

<b>SLT responsible:</b>	Rob Wakeling, Deputy Headteacher Gema Edgcombe, Assistant Headteacher
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<b>Ratified by Trustees:</b>	n/a

## **Introduction**

The purpose of home learning (homework) is for students to learn, memorise, revise or practice the knowledge and skills that they are taught in school. The [EEF shows that effective homework can add 5 months of progress per academic year](#).

home learning activities should be those which require students to think deeply about the knowledge and skills they've been taught. Suitable activities include revising through creating flash cards, regular self-testing, practice of a taught skill or employing strategies to commit learning to memory. Homework should be followed up by quizzes or assessments, in class, to establish that students have learnt the material successfully.

## **Principles**

Hailsham Community College believes that:

- All learners should be encouraged to produce work, both at school and at home, which is of a high quality.
- Working in partnership with the home promotes effective learning and will communicate clearly to parents our agreed policy and practice with respect to home learning. This will be done in the senior school through letters, information booklets, Hailsham Community College Arbor, parent/carers consultation meetings and the student journal. In the primary school homework will be communicated through Arbor and letters.
- An effective approach to home learning centres on a blended learning approach. The home learning task should be an implicit part of the teaching and learning process; all home learning tasks should either complement or develop from the teaching and learning at school.
- General and subject-specific study skills as well as knowledge and skill-based activities are the building blocks of student learning.

To promote effective learning through home learning, all of our teachers will:

- Give home learning that is appropriate.
- Give feedback where appropriate according to the College Assessment Policy.
- Support learners in the completion of home learning.
- Ensure that all learners complete the home learning set.

They will achieve these outcomes by:

- Giving home learning when it is appropriate according to primary and senior departmental policies.
- Being clear as to the form of home learning required and make clear the learning objectives of home learning.

- Giving home learning according to the abilities and learning needs of individual learners.
- Making it clear what the purpose of the home learning is, how it will be assessed and its role in the learning process.
- Helping learners in the senior school to develop good organisational skills through the pastoral programme, helping them to use Arbor effectively and manage their time well.
- Helping learners in the primary school to understand that learning takes place all the time and that parents can play an active role in their education.
- Promote access to the senior College's Home Learning Support Club where learners can gain access to a variety of resources to facilitate the completion of their home learning.

*[Home Learning Support Club is available to all senior learners 3.15pm to 5pm Monday to Friday inclusive in the Learning Resource Centre.]*

## **Guidelines**

- Home learning should be an extension of learning and not simply an add on task.
- Learners must understand the importance of home learning as part of their development towards independent learning.
- Some lesson time may be spent reviewing home learning to reinforce its importance as well as the learning outcomes from it; this may include some peer and self-assessment appropriate to the task.
- Staff ensure that a variety of tasks are set for home learning. Teachers should discuss suitable home learning topics and activities. Tasks should be carefully differentiated to meet the learning needs of learners. Subject staff and Learning Support/EAL need to work together for specific groups and learners.
- All senior school home learning should be set on Arbor with an appropriate deadline for completion.
- All home learning must be completed by the deadlines set and if home learning is not completed or challenging for students it needs to be completed at Champion Hour which is organised on a daily basis.
- All home learning set for and completed by learners should be recorded by the class teacher.

### **Possible tasks might be:**

Investigations  
Listening Practice  
Public or School Library Visit  
Designing  
Drawing  
Report writing  
Simple experiment  
Projects or Extended Assignments

Interviews  
Research  
Reading  
Essay writing  
Learning spellings  
Learning lines, scripting  
Model making  
Assessments

Bedrock (KS3)  
 Numeracy tasks (KS3)  
 Sourcing props and artefacts  
 Watching various media  
 Researching definitions of key words  
 Musical practice of voice/instruments  
 Task in preparation for the next lesson (Flipped learning)

Teachers should, as far as possible, avoid setting home learning which is finishing off tasks of work which should have been completed in the lesson. The effective use of Flipped Learning can make home learning more meaningful and aids the development of research skills and independent study.

### **Time**

These are guidelines (some learners may choose to spend longer on a task):

- EYFS: Reception – approximately 5 x 10-minute daily reading per week, occasional home learning tasks
- Key Stage 1: Years 1 and Year 2 – approximately 5 x 15-minute daily reading per week, one piece of topic homework per week, weekly spelling of key words
- Key Stage 2: Years 3, 4, 5, 6 – approximately 5 x 30 minutes daily reading per week, one piece of topic homework per week, One piece of English and Mathematics homework.

### **Key Stage 3 (Year 7, 8 and 9)**

Students will be set homework, for each subject, as shown below. Year 7 and 8 homework should take approximately 30 minutes; Year 9 homework should take approximately 45 minutes.

<b>English, Mathematics, Science, History, Geography and Modern Foreign Languages</b>	Weekly homework
<b>Religious Studies and Art</b>	Fortnightly
<b>Computer Science, Technology, Drama / Dance, Music, PE and PSHE</b>	When appropriate, particularly in preparation for Curriculum Knowledge Assessments
<b>Reading for pleasure</b>	20 minutes each day

### **Key Stage 4 (Year 10 and 11)**

Key Stage 4 Homework will be set weekly for all examination courses/subjects and should take approximately 60 minutes to complete.

### **Key Stage 5 (Year 12 and 13)**

Key Stage 5 homework will be set after every lesson for all examination courses/subjects.

This should be a mixture of exam practice, other written work, and pre- and post-lesson reading. In addition to completing the work set by their teachers each week students in the Sixth Form will be expected to work on their subjects independently. This might consist of ongoing revision activities, independent further research into areas covered in class, exam preparation or reading ahead to enhance their understanding in future lessons.

### **Roles and Responsibilities**

#### ***The Board of Trustees will:***

- Monitor the effectiveness of the Home Learning Policy through its Learning and Development Team and review it as part of their cycle of Policy Review.

#### ***The Deputy Headteacher - Quality of Education & Assistant Headteacher, Teaching & Learning will:***

- Ensure the Home Learning Policy is being delivered in conjunction with Heads of Department and the primary school senior leaders.

#### ***Heads of Department and Primary School SLT will:***

- Ensure that home learning tasks are integral to the Scheme of Work and appropriately differentiated.
- Monitor the delivery and quality of home learning, including it being on Arbor for senior school learners.
- Ensure that Assessment for Learning principles are applied to the marking and feedback of home learning.
- Provide support in line with the College Behaviour Policy if necessary, to the class teacher in order to ensure that home learning is completed and to the required standard
- Liaise with home if required in consultation with the primary school class teacher, senior school mentor or House Leader if necessary.

#### ***All subject and class teachers will:***

- Deliver home learning tasks according to the Scheme of Work.
- Ensure that marking will be focussed on Assessment for Learning principles.
- Sanction in line with the College Behaviour Policy if home learning is not completed or not completed to a satisfactory standard without an acceptable reason, a subject detention will be given to senior students. Primary learners will be asked to stay in at lunch to complete home learning tasks.
- Senior school staff will post all home learning on Arbor when approved.

- Where senior school learners do not have access to Arbor teachers should provide an alternative way for learners to complete the home learning.
- Liaise with home if required in consultation with the primary school class teacher, mentor or House Leader if necessary.

***Senior School Mentors and Primary School Class teachers will be responsible for:***

- Liaising with home where necessary, in consultation with the Head of Department and/or subject teacher.

***Learners will be responsible for:***

- Completing home learning by the set deadline
- Once the home learning is completed marking this as 'completed' on Arbor.

***Parents and Carers will:***

- Monitor their child/ren to ensure that home learning is completed.

**Monitoring & Evaluation**

It is the responsibility of the Senior Leadership Team to monitor the implementation of the Home Learning Policy and support all colleagues in the implementation of the policy.

The Board of Trustees will evaluate the effectiveness of the Home Learning Policy through its Learning & Development Team and review it as part of their cycle of Policy Review.

## Appendix 1

### English

KS3: Years 7, 8 and 9: Home Learning is set weekly. Learners will either be given a booklet in the first week of term containing the term's home learning assignments, or they will be set tasks on EDUCAPE to complete. Knowledge Organisers may be used to present an overview of key topic knowledge for the term, alongside core Tier 2 and Tier 3 vocabulary. Other complementary tasks in different formats may also be set: grammar, flipped learning, revision, quizzes, research and written assignments. Grades and achievements will be used to inform the progress tracking of individual students.

KS4: Years 10 and 11: Home Learning is set weekly to reinforce and consolidate both language and literature skills. Teachers will set tasks on EDUCAPE for students to complete alongside other assignments set by the class teacher as directed by the schemes of work. Other relevant homework tasks in different formats may also be set. These will include grammar, flipped learning, revision, research and written assignments. Assignments run parallel to and compliment the topic being studied each term.

KS5: Years 12 and 13: English A Level Home Learning is set weekly for both the Literature and Language courses. This will often take the form of flipped learning: learners may be required to complete background reading or research regarding the texts or concepts being studied; or learners may be asked to complete close reading and annotation of texts or transcripts in preparation for discussion within lessons. Learners will also be expected to produce exam style essay questions or complete coursework drafts outside of lessons throughout the year.

### Maths

**We recognise the importance of fast feedback to students. Therefore, we set homework using online tools which automatically mark the work for students. Additional support will become available from the Maths team through "Keep Up" sessions in due course. Students may also email teachers for support.**

**Years 7 and 8** – home learning is set online using MathsWatch or MyMaths. Students should spend an average of approximately 30 minutes per week completing this work. Additional practice can be completed on MathsWatch using the Videos section and completing the interactive questions for a selected video; on MyMaths, students can complete tasks or games using the Library of interactive resources.

**Years 9 and 10** – home learning is set online using MathsWatch or MyMaths. Students should spend 30-45 minutes per week completing this work. Additional practice can be completed on MathsWatch using the Videos section and completing the interactive questions for a selected video; on MyMaths, students can complete tasks or games using the Library of interactive resources.

**Year 11** – home learning is set weekly using MathsWatch or MyMaths. Students should spend 45 - 60 minutes per week completing this work. Additional practice can be completed on MathsWatch using the Videos section and completing the interactive questions for a selected video; on MyMaths, students can complete tasks or games using the Library of interactive

resources. In addition, Year 11 students will be set exam papers using MethodMaths on a regular basis.

In addition to their set tasks, we recommend that students engage in additional independent study using any of the following resources:

- (For Year 9 and above) GCSE Revision Guides and Workbooks (available from the College Shop)
- BBC Bitesize
- Practice questions and past papers from the Maths section on Arbor

**Year 12 and 13** – A Level students are expected to engage in a minimum of four hours independent study per week for Maths. This may include any of the following:

- Completing work set from the textbook
- Flipped Learning (e.g. watching a video, completing an investigation) in preparation for a lesson
- Skills Check sheets
- Homework packs (set termly per teacher)
- Revision of work covered previously
- Completing additional work from the textbook (particularly the Mixed Exercises at the end of each chapter)

## Science

Based on Rosenshines' principles, students need to regularly review content and practice their learning. Home learning will build in regular review, checking understanding and independent practice. All tasks should be set via Arbor in advance of the start date.

**KS3:** Students will be set weekly homework. This weekly homework will be supported by staff using:

- Forms quizzes based on core questions that can be found on the scheme of learning. This is self-marking and will be used to identify gaps. There are 2-3 of these per unit.
- Seneca learning based on revision of topics with questioning throughout to support revisiting and reviewing content. Seneca has a comprehensive KS3 curriculum.
- Core questions revision skills. Work that will allow students to ensure they know what content they are expected to learn and give them opportunities to review this in small steps. Core questions are found in each scheme of learning. You may use this as an opportunity to get students making and using flash cards, then test them on the content to see how effective this has been. You could teach them the 'Look, Cover, Write, Check' method of learning.

Feedback on forms is self-generated but needs to be checked and released to students by the teacher. Seneca gives instant feedback. Core question work will need to be checked by the teacher.

**KS4:** Students will be set weekly homework. This weekly homework will be supported by staff using:



- Seneca learning based on revision of topics with questioning throughout to support revisiting and reviewing content.
- Summary QUIZZIZZ for each module. These can be set from these links:  
Biology: <https://quizizz.com/collection/5eb967ee49d442001c2a168a>  
Chemistry: <https://quizizz.com/collection/5f6472c81366d2001bc0bcb6>  
Physics: <https://quizizz.com/collection/5f5200efbe059a001b99d87e>
- Past Paper questions – these can be accessed from <https://www.exampro.co.uk/>

Key Word Tasks – from here: <https://hailshamcc.sharepoint.com/:f:/r/sites/science-staff/Shared%20Documents/Science%20Resources/KS4/AQA%20GCSE%202020%20and%20Beyond/2020%20Homelearning?csf=1&web=1&e=zES4Ay>

**KS5:** Home Learning will be set every week. It will be a substantial task or set of tasks, generally three to four hours per subject. Learners will be set home learning that prepares them for future lessons (flipped tasks) as well as tasks that enable them to build on lessons completed. There will be substantial amount of work focussed on preparation for external exams.

## **Languages Key Stage 3**

Students will complete one home learning every two weeks. If they wish to exceed this, teachers will have the flexibility to choose the number and type depending on the needs of the class. Each home learning should take between 30 minutes and one hour. Home learning will be peer or self-assessed in the immediate lesson following the deadline or will have been marked online as part of the home learning task.

## **Key Stage 4**

Students will complete at least one home learning each week. If they wish to exceed this, teachers will have the flexibility to choose the number and type depending on the needs of the class. Each week a student should be required to spend at least one hour completing home learning. It will be peer or self-assessed in the immediate lesson following the deadline or online via the self-assessment home learning resource.

To support student progression during COVID19 the [following](#) sets out the dept approach to remote/blended learning.

## **Art**

**KS3:** Home Learning will be set termly. Tasks may include practical and research tasks.

**KS4:** Home Learning will be set approximately twice a term. Format will depend on area covered in class. Tasks may have a one-week deadline or students may be given a more in-depth piece to complete over a longer period. Flipped Learning or Growth Mindset tasks may be set at relevant junctures. During the exam period home study is even more important and will normally involve a weekly engagement with stand-alone tasks or the refining/ completion of work started in class.

**KS5:** Home Learning will be set weekly and will either be a flipped learning task or development of practical work initiated in class. The expectation is that KS5 students are **always** working on refining / developing Art or Photography tasks initiated in class when away

from lessons. During the exam period home study is even more important and will normally involve a weekly engagement with stand-alone tasks or the refining/ completion of work started in class.

**Performing Arts** **KS3:** There will not be specific home learning set for Music, Dance, Drama or Musical Theatre. The aim is instead for all students to attend at least one Performing Arts club session or extra-curricular event each term; this is designed to help the students gain confidence when performing and extend their understanding of performance and the performing Arts industry. They could attend a club, see a play, attend a trip, be part of a production etc. In addition to this student may occasionally be set home learning tasks such as learning lines, listening to music, or rehearsing a dance; this is only relevant for some SoW.

**KS4:** Performing Arts Year 10 and 11 Home Learning is to complete coursework. They will complete this both in school during 'keep-up' sessions and at home, depending on the element. Examples of coursework are continuing with their written logbooks, rehearsing after school, learning lines, filming the work and practising instruments at home. Home Learning will be set when relevant depending on the unit/component being studied at the time. However, in general this will be at least once a fortnight, for example, they may be asked to attend one rehearsal or 'keep-up' session a week or be asked to complete three paragraphs in their log- book. It should also be noted that KS4 classes are usually shared between two colleagues which would affect the frequency of tasks set by one teacher.

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**KS5:** Home Learning will be set once a week across all three disciplines in Performing Arts. Again, classes are taught by two colleagues, thus a student would be expected to receive two tasks per week for a subject. At least 25% of tasks at KS5 will be flipped tasks. Students may also be required to attend extra rehearsals preceding periods of performance assessment.

**History** **KS3:** Learners will have Home Learning set for each unit. Each unit lasts approximately one term. Some unit tasks will run over a few weeks; other units will have approximately two to three smaller home learning tasks these may include Flipped Learning or blended learning tasks. The nature of the task will be clearly indicated on Arbor. The Home Learning Policy may be adapted for student's individual needs e.g. some students with SEN.

**KS4 and 5:** Home Learning will be set approximately once a week for each unit; this will include flipped learning, writing essays and answering extended exam questions.

**Geography** **KS3:** Home Learning to be set fortnightly as part of the wider College timetable. This might be in the form of online Seneca home learning ([www.seneca.co.uk](http://www.seneca.co.uk)) or Quizziz (<https://quizziz.com/>) where learners might have to complete an online assessment. Alternatively they might need to follow pre-recorded lessons from the oak academy (<https://www.thenational.academy/oaks-curricula>) or read up on a geography topic as part of

flipped learning. Home learning might also include learning subject (tier 3) words for glossary tests, revision for end of unit assessments, local fieldwork investigations.

**KS4:** Home Learning to be set weekly as part of the wider College timetable. This might be in the form of online Seneca, Quizziz, Oak Academy, Planet Lacey (<https://www.youtube.com/channel/UCPumLvJapv0Yyk5Cygoewew>) home learning as above, learning key words for topic tests, revising for end of unit assessments, research via geography blogs, local fieldwork investigations, GCSE exam questions.

**KS5:** Home Learning to be set weekly as part of the wider College timetable. This will include research, wider reading as part of flipped learning. It will also include completing A level exam questions, learning key words for topic tests, revision for end of unit assessments.

**PE**

**KS3:** Any home learning tasks set will be mainly focussed through building on skills, techniques and tactics taught in a practical sense. Students will be encouraged to engage in physical activity outside their timetabled lessons and told the benefits for this.

**KS4:**

**Level 2 BTEC Sport Award:** Home Learning is set regularly to build on the student's knowledge base and to reinforce learning. The format will depend upon the assignment covered in class and the Unit being studied. Tasks may be set weekly or fortnightly depending upon the focus and length of the assignment set. This may relate to exam style questions (Unit 1), extension work (which will have been individually discussed with students) and coursework.

**Level 3 BTEC Sport National:** Home Learning will be set every lesson, quite often completing assignments or flipped learning preparing for the next lesson. The format will depend upon the assignment covered in class and the Unit being studied. All tasks set will be through Arbor which will include a task description, completion date and any supporting documents.

**Design  
Technology**

**DT KS3:** Home Learning is distributed throughout the year on the carousel of subject areas. The carousel comprises of Food, Textiles and Design Technology. Three home learnings are set each unit in the respective areas of study.

**DT/Food/Textiles KS4:** Home Learning is set regularly to build on the student's knowledge base and to reinforce learning. The format will depend upon the area covered in class and the subject being studied. Tasks may be set weekly or fortnightly depending upon the focus and length of the task set. This may relate to research, exam questions, extension work (which will have been individually discussed with students) and coursework.

**ICT and  
Computing**

**KS3:** Learners are expected to complete a minimum of one piece of written Home Learning per term. There are six units of work for Year 7, Year 8 and Year 9, each one including a piece of home learning to support understanding in class. Learners will be expected to complete any outstanding classwork where appropriate. Learners in KS3 also receive "flipped" style home learning where home learning directly influences the learning in the classroom during

the following lesson. By doing this we hope to encourage independence and student engagement with their learning.

#### **KS4:**

**Computer Science:** Learners are required to complete a minimum of two Home Learning tasks for each unit studied. The first will be a written task designed to introduce a topic for the following lesson or to check understanding from classwork already covered. The second will be a revision task for the end of topic test that every student will take at the end of each unit. There are eight units of work each year. Learners in KS4 also receive “flipped” style home learning where home learning directly influences the learning in the classroom during the following lesson. By doing this we hope to encourage independence and student engagement with their learning.

To support student progression during COVID19 the [following](#) sets out the dept approach to remote/blended learning

#### **Social Studies**

**Yr7–11 PSHE:** Number of lessons (2-week timetable): 2 (6 a term – standard 6-week term).

**Yr7-9 PRE:** Number of lessons (2-week timetable): 1 (3 a term – standard 6-week term).

- PSHE: There will be 6 marked assessment tasks per year. A minimum of four will be teacher assessed, with comments on how to improve, and one may be peer/self-assessed. Teachers will provide written marking of at least 4 out of 6 assessments (the other can be peer or self-assessed) and learners will have the opportunity to make improvements to assessed work which may then be peer assessed.
- PRE: There will be 3 marked assessment tasks per year. A minimum of two will be teacher assessed, with comments on how to improve, and one may be peer/self-assessed. Teachers will provide written marking of at least 2 out of 3 assessments (the other can be peer or self-assessed) and learners will have the opportunity to make improvements to assessed work which may then be peer assessed.
- RWC will be an integral part of marking in these assessments where a minimum of one paragraph will be marked for SPAG.
- Verbal feedback will be given to learners throughout their learning. Staff will ask learners to write the feedback on their work.
- Whole class feedback may be used to instruct learners on how to improve. This should either be written down by learners or provided as a check-list by the teacher. A pre-task checklist can also be used.
- A baseline may be used (where appropriate) at the beginning (black or blue pen) and end (purple pen) of the topic and could be used to show progress.
- In Key stage 3 (PSHE/PRE) tracking will only be done 3 times per year to indicate commitment to learning, HL and a norm referenced %
- In key stage 4 (PSHE) tracking will be done 3 times per year to indicate commitment to learning
- PSHE Key stage 3 HL will once a term (e.g. Microsoft forms test – self marking)
- PRE Key stage 3 HL is set once every 2 terms (e.g. Microsoft forms test – self marking)

## **KS4 GCSE Sociology**

**Number of lessons (2-week timetable): 6 (18 a term – standard 6-week term)**

- A significant marked assessment will be done once per term and will be teacher assessed with comments on how to improve (possibly using exam board mark-schemes/criteria). If the class is shared, then this should be done on a pro rata basis (in this case assessments may not be termly for each teacher).
- Learners will have the opportunity to make improvements to their marked assessment work which may then be peer assessed.
- RWC will be an integral part of marking in assessments where a minimum of one paragraph will be marked for SPAG.
- Verbal feedback to be given to learners throughout their learning. Staff will ask learners to write the feedback on their work.
- Whole class feedback may be used to instruct learners on how to improve. This should either be written down by learners or provided as a check-list. A pre-task checklist can also be used.
- Mock examinations replace other forms of standardised assessment in the terms (e.g. term 3) they are conducted. Elements could be used for improvement tasks in place of other arrangements.
- Yr10 will have two mocks (involving only one paper each time)
- Yr11 will have two mocks (involving only one paper each time)  
Reporting will match the college systems.

## **KS4 BTEC Health and Social Care (Level 1 and 2)**

**Number of lessons (2-week timetable): 6 (18 a term – standard 6-week term)**

- A marked assessment will be done once per term and will be teacher assessed with comments on how to improve. This will be in line with the demands of the learning objects for each of the course work components. If the class is shared, then this should be done on a pro rata basis (in this case assessments may not be termly).
- Assessment will be coursework led and will be driven by the BTEC rules. Each task can only be submitted twice.
- Feedback on formal assessment work is driven by BTEC rules.
- Verbal feedback to be given to learners throughout their learning on tasks where BTEC rules do not need to be followed (e.g. staff will ask learners to write the feedback on their work).
- Whole class feedback may be used to instruct learners on how to improve. This should either be written down by learners or provided as a check-list. A pre-task checklist can also be used.
- Yr10 do not have mock exams (yr10 is CW based)

Yr11 will do one mock in January, a final exam in February (they can be re-entered)

### **KS5 Social studies: Options (Law, Sociology and Psychology A Level)**

**Number of lessons (2-week timetable): 8 (24 a term – standard 6-week term)**

- One topic-based assessment will be done at the end of one term/beginning of the next term and this could be used as a health check on progress and may generate a grade / %. The transition test can be used for term 1 in Yr12.
- The assessment will be on the specific curriculum areas that the individual teachers cover.
- Learners will have the opportunity to make improvements to assessed work which may then be peer assessed.
- RWC will be an integral part of marking in assessments where a minimum of one paragraph will be marked for SPAG.
- Verbal feedback to be given to learners throughout their learning. Staff will ask learners to write the feedback on their work.
- Whole class feedback may be used to instruct learners on how to improve. This should either be written down by learners or provided as a check-list. A pre-task checklist can also be used.
- Teachers should direct learners to keep written feedback clearly organised and accessible in subject folders available for monitoring.
- Full mock examinations (all covered units from that academic year) will be held at least once a year using exam board questions, mark schemes and grade boundaries (specific for that exam series).

### **KS5 BTEC Health and Social Care Level (Double)**

**Number of lessons (2-week timetable): 16**

- Yr12/13 BTEC coursework is based on and driven by BTEC rules. Each task can only be submitted twice.
- Feedback of formal BTEC work will be driven by BTEC rules.
- Practice exam work will take place in lesson as may not fit A level mock schedule.
- Pre -coursework developmental flipped tasks will be used as an opportunity for marking for improvements. These may be teacher, peer or self-assessed.
- Verbal feedback to be given to learners throughout their learning. Staff will ask learners to write the feedback on their work.
- Whole class feedback will be used to instruct learners on how to improve. This should either be written down by learners or provided as a check-list. A pre-task checklist can also be used.
- Exam units are assessed according to the two-year plan and may be sat twice.
- Practice exam work (internal assessments) will take place in lesson as may not fit A level mock schedule.
- At least one formal mock of examination areas will be done per year.

## **Business Studies**

**BTEC Tech Award in Enterprise:** The course consists of three units. Two units are coursework assessed (2 x 30%) and there is an exam (worth 40%). Home learning will be set according to the assessment criteria that teachers are delivering to the learners at the time. Home learning will be in the form of answering assignment questions, flipped learning, revision, research or coursework. Home learning will be set fortnightly. PLEASE NOTE: all students have a “Business Topic Tracker” saved in their documents. This contains links to mini YouTube explanations on every exam topic.

**BTEC National Business:** This course is studied by Year 12 and 13 learners. Home learning is set on a weekly basis on Arbor and refers directly to the units that learners are studying. Home learning is set according to the topics being covered by individual teachers but will be blended learning, flipped learning, research, skills development and the completion of assignment work (which often will be ongoing rather than set each week). Sometimes learners will be set group work to complete.

**BTEC National Public Services and Uniformed Protective Services:** This course is studied by Year 12 and 13 learners. Home learning is set on a weekly basis on Arbor and refers directly to the units that learners are studying. Home learning is set according to the topics being covered by individual teachers but will be blended learning, flipped learning, research, skills development and the completion of assignments. Sometimes learners will be set group work to complete.

## **Learning Support KS3 and KS4**

**Home learning** will be personalised for individual students. Tasks will involve practicing skills where there are gaps in learning when needed. However, all home learning will be issued via the maths and English departments which will be supported by Learning Support lessons.

## Overview of Home Learning

<u>Subject</u>	<u>Key Stage 3</u>	<u>Key Stage 4</u>	<u>Key Stage 5</u>
English	weekly	weekly	weekly
Maths	weekly	weekly	end of each Unit
Science	weekly	weekly	weekly
Languages	fortnightly	weekly	n/a
Art	once a term (except in May)	twice a term	weekly
Performing Arts	once a term	fortnightly	weekly
History	start of each unit	weekly	weekly
Geography	fortnightly	weekly	weekly
PE	once a term	fortnightly	thrice weekly
DT	three per term	Weekly or fortnightly	n/a
ICT and Computing	once a term	two per unit	n/a
European Driving License	n/a	n/a	once a term
Social Studies	twice a term	once a term	n/a
KS4 Sociology, Health and Social Care	n/a	fortnightly	fortnightly
KS5, Law, Sociology, BTEC HSC	n/a	n/a	at least two pieces a week