

Knox Academy Home Learning Evening – March 2018

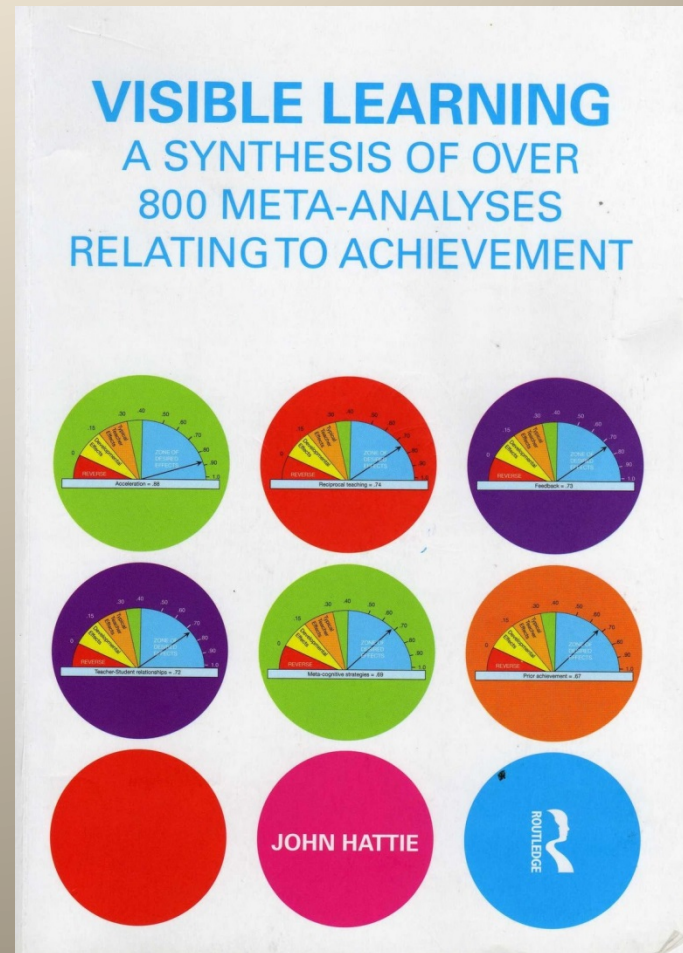
Our New Policy

The Creation of this Policy

- Views about home learning collected from pupils, parents and staff in Oct/Nov 2017.
- Educational research – what does it tell us?
- Created by the Learning and Teaching Committee within the school, a large team of 18 staff.

The Research – Prof. John Hattie

Internationally acclaimed research , involving millions of students and represents the largest ever evidence-based research into what actually works best in schools to improve learning.



Effect Size

- John Hattie found that the average effect size is 0.4. He considers this the “hinge point”
- Influences with an effect size of less than 0.40, should be considered carefully. Do they really make a difference to attainment?
- Homework in general has an effect size of 0.29, ranked 94th in his list of influences.
- However, the effect size is variable at key points during school years. It makes the biggest difference in P1 and 2 and also in Senior years of Secondary School (S4, 5 and 6)

What did parents, pupils and staff tell us?

- Home learning experiences were inconsistent, between and within subjects.
- Homework in the BGE is “patchy” and parents felt there were low expectations, tasks were short, simple and infrequent.
- Staff felt pupils regularly fail to engage in home learning and often few pupils completed the tasks in the BGE. The value of homework in some subjects in the BGE is questionable.
- Pupils felt there was a big jump in expectations between the BGE and Senior Phase in some subjects.

The Rationale

- All staff, pupils and parents/carers can develop a **consistent** and **effective** approach to home learning.
- In the **senior school** home learning is seen as one of the principal ways in which **pupil attainment and achievement can be raised**.
- The benefits of home learning should be **developed at an early age** in all pupils, so that independent home study becomes routine.

The Aims

- Enable pupils to understand that independent learning is vital to achieving success
- Instil in all pupils the importance of life-long learning
- Provide support for pupils in planning & organising time
- Promote a responsibility for learning within each pupil
- To ensure home learning activities are stimulating and challenging and effectively supported through high quality learning and teaching in the classroom.
- To provide expectations for home learning for all departments and support proportionate and purposeful home learning activities.

When does Home Learning Work Best?

- When parents/carers, pupils and staff work in partnership.
- The policy has responsibilities for all three parties.
- This will be supported by our new digital communication platform “Show My Homework”

Pupils

1. Recognise the value of home learning in supporting their progression.
2. Make time to complete to the highest standard possible.
3. Use Learning Conversation Targets and/or Feedback from work/ tests to plan your Home Learning.
4. Be aware of all deadlines for homeworks, tests and assignments using “Show My Homework” to allow them to effectively manage their time.

Staff

- Staff should create home learning tasks which link to and support classroom learning at appropriate points in the term
- Staff should take extra care not to overburden pupils with excessive home learning tasks, particularly prior to exams
- Communicate tasks and deadlines clearly to both pupils and parents, using “Show My Homework”.
- Provide appropriate materials and online resources to complete home learning.
- Ensure support is available for pupils who need space, time or further advice to complete home learning tasks.
- Feedback should be delivered promptly, either to individuals, groups or the whole class to aid progression.

Parents

- Create an environment which supports time management, a quiet space and provides appropriate resources.
- Regularly review progress with Learning Conversation Targets, reminding and prompting their youngster when appropriate.
- Engage with various website documents including the “Parent Zone” and “Show my Homework” which includes details of how they can support your child.
- Contact the school to seek further support or advice if needed.
- Engage with the school and their youngster to support them when their regular tracking reports show a concern.

BGE and the Senior Phase

BGE

- -----which link to and support classroom learning at appropriate points in the term (this may be weekly, monthly or termly according to the frequency of class contact time).
- The **minimum expectation is one piece of homework per subject, per term**. Subjects who see pupils regularly within a week are likely to issue more.

SENIOR PHASE

- -----these will generally support the completion of assignments or help our young people prepare for exams.
- For national qualification classes home learning tasks should be issued **at least twice per term, per subject area**

Non Completion of Homework

- Pupils will not be punished for failing to complete homework tasks.
- They will be given space, time and support to complete tasks where necessary, to support home learning.
- Non completion of homework will be shared with parents through our tracking reports. If pupils are regularly not completing home learning tasks, parents will be informed by the PTC for the faculty via letter, phone call or text.

Some Activity

	What you need?	Research	Reading	Types of HW	Revision
Work Shop	WS 1	WS 2	WS 3	WS 4	WS 5
Location	Social Area	M.11	Library	Food Court	M.12
1st	Group 1	Group 2	Group 3	Group 4	Group 5
2nd	Group 5	Group 1	Group 2	Group 3	Group 4
3rd	Group 4	Group 5	Group 1	Group 2	Group 3
4th	Group 3	Group 4	Group 5	Group 1	Group 2
5th	Group 2	Group 3	Group 4	Group 5	Group 1