



Sir James Smith's School

Home Learning POLICY

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Links to other relevant policies: Curriculum Policy; Behaviour Policy; Assessment Policy

Sir James Smith's School

The small school, with a global perspective.

Every young person experiences a personalised education, where they will see beyond their own horizons and learn more than they thought possible.

Introduction

At Sir James Smith's School, we enable young people to develop agency, to think and reflect, to act responsibly, and be global citizens. We ensure their learning is deep and relevant, broad and balanced, and human-centred. We believe that every student should have the opportunity to benefit from high quality, regular and frequent home learning that enhances learning opportunities. All students are expected to complete the home learning set as an important part of their learning. Home learning has a significant impact on improving students' understanding and achievement and helps students to identify their next steps in learning. It forms an integral element to our curriculum implementation.

At Sir James Smith's School, we aim, through the Home Learning Policy, to provide a consistent framework that will allow students to understand that independent learning has a significant positive impact on future success and to give the opportunity for every student to achieve their potential. The policy's framework provides regular practice for students in planning and organising their time and to promote their individual responsibility for learning.

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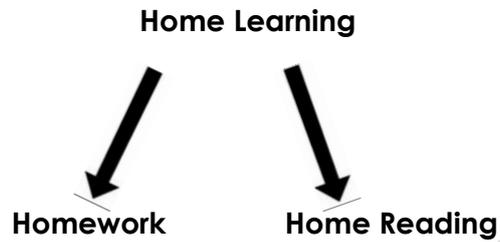
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Section 1 – Effective Home Learning (Homework and Home Reading)

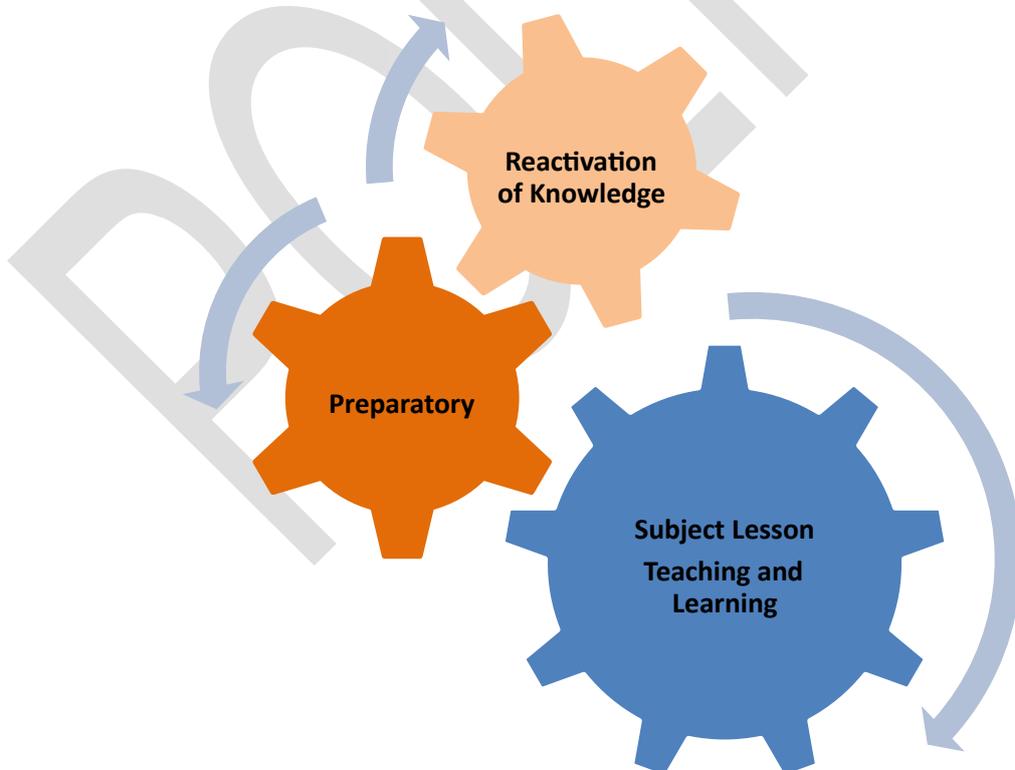


1.1 Definition of Homework and Home Reading

The policy covers the provision for home learning for all students at Sir James Smith’s School across all year groups. Homework is defined as curriculum work that is set to be done outside of the timetabled curriculum as part of independent study time. Home Reading is defined as reading completed outside of the timetabled curriculum as part of independent study time.

1.2 Model for Effective Homework

For homework to be effective, it needs to be relevant, engaging, appropriate and challenging and to be supported through high quality teaching and learning in the classroom.



1.2 Model for Effective Homework

- To encourage and develop self-discipline, good study habits and a range of skills in planning and time management.
- To reinforce, reactivate, extend and consolidate learning, including spaced and interleaved retrieval practice.
- To give students experience of working independently; to develop a sense of responsibility and commitment to their own learning.
- To involve parents/carers as partners in their child's education.
- To support assessment of student progress by providing the teacher with information about what the student can achieve without the support of their peers (or teacher).

1.4 Homework – Overview

- Students are expected to take full responsibility for completing their homework to a good standard by the given deadline.
- Homework is issued in appropriate quantities, in line with the homework schedule, and completion dates are clear and reasonable to consider the home environment and Enrichment activities. Students are always given a minimum of 48 hours in which to complete their homework. Longer tasks will be given extended deadlines.
- Homework is differentiated to match the needs and abilities of students and to promote opportunities for consolidation, reactivation, and greater depth and breadth.
- Students will be appropriately prepared to be able to complete their homework. For example, where it is pre-learning for a topic, students will be provided with clear guidelines and expectations to support their work.
- Homework will be regularly communicated to students and parents/carers through the 'Class Charts' system. 'Class Charts' is our main tool for setting homework and sharing resources.
- Teachers will set homework using this web-based platform, which shares details of the work, resources, and hand in dates. This is an online tool that helps our students to organise and manage their homework effectively. Where there are identified barriers to students' learning at home, provision will be available to support with this.
- All work submissions are tracked using Class Charts, unless students have been specifically directed by their teacher to submit using another platform, such as Tassomai or Sparx Maths.

1.5 Purpose of Home Reading

- Home Reading is set as home learning to promote a love of reading and to support our students to create positive reading habits.
- Research from the National Literacy Trust reports that young people between the age of 11 and 14 who read daily in their free time, are twice as likely to read above the level expected for their age. Therefore, home reading is set to raise attainment and support our students to access the curriculum.
- Home reading aims to support students' reading fluency: this involves the decoding of vocabulary, automatically reading passages of text, as well as being able to comprehend and respond to what is being read.

1.6 Home Reading – Overview

- Home Reading is set in Year 7 (on a trial basis, eventually being rolled out across Years 7, 8 and 9) where research shows it has the greatest impact.
- Students can access the School Library to borrow books. The school has also signed up to BorrowBox, an online version of the Cornwall library, where students can download books for free onto an electronic device.
- Students read 5 times a week for 20 minutes and then complete a task in their reading journal to reflect on what they have just read.
- Form tutors check reading journals during operational tutor time.

Section 2 - Types of Homework

2.1 Practice and Reactivation homework

- Opportunities to apply new knowledge and learning or to review, revise and reinforce newly acquired knowledge and skills.
- Reactivation of prior knowledge and learning (e.g. self-quizzes, use of topic Knowledge Organisers, Tassomai, Sparx Maths).
- Consolidation (e.g. practice questions).
- Mastery which could include encouraging students to pursue knowledge in greater depth.
- Revision: where revision is set, there will be a specific outcome given, (e.g. flash cards/mind maps). The teacher will ensure that all students have the resources they need to be able to revise and that it is made clear how students are expected to revise.
- Essays, extended writing or extended answer questions.

2.2 Preparatory homework

- Opportunities for students to learn background information on a topic or unit of study so they are better prepared for future lessons. This could take the form of Background Reading (resources will be provided).
- Ingredients for Catering.
- Researching topics for a unit of work. Where research is set, a specific outcome (e.g. report, presentation) will be set. Students will be provided with the resources required to complete the research including alternatives to online resources in case students do not have home access to a computer. Where online research is set, students will be provided with website addresses to use. A maximum of one research homework will be set each half term per subject.
- Collecting resources or examples (e.g. for GCSE art, pictures of shapes for maths).

The following activities are **NOT** set as homework as they have very limited learning value:

- Unstructured and un-resourced research.
- Finishing classwork: this does not provide quality learning and may mean that students have very variable amounts of work to complete. Homework must be pre-planned to ensure activities are worthwhile and high quality.
- Word searches or crosswords.
- Posters.

Section 3 - Amount of Homework

3.1 Homework Timings

It is difficult to set a specific time for the completion of homework. The same piece of work may take one student a short amount of time to complete, whilst another student may take much longer to complete the same assignment. As a general guide, subjects will set homework which takes up to 30 minutes to complete in Years 7, 8 and 9, rising to 40 minutes in Years 10 and 11. This allocated time may be split into more than one activity across the week/fortnight. Please note that timings are provided to support students: some may wish to spend longer on tasks, however where a student has worked hard on a task for the allocated time, they will not be sanctioned for submitting incomplete work to their teacher.

In addition to the subject-based homework assignments, students are encouraged to read for at least 20 minutes a day of their own choice of text. This is compulsory in Year 7. Examples include the following: a reading book, non-fiction news article or further reading around a subject, but the choice of text should be appropriately challenging.

3.2 Frequency of Homework

Both frequency and the quantity of homework set will vary depending on the age of the child and the complexity of the tasks naturally increases as children get older. The table below gives details of the subjects which set homework in each year group:

Home Learning – from September 2025

Year	Subjects and Frequency	Home Reading Frequency	Time spent on Home Learning
7	Maths – set weekly Science – set weekly MFL – set fortnightly	5 x per week	Sparx Maths – 60 minutes per week Science and MFL – 30 minutes per week/fortnight Home Reading – 20 minutes per day
8+9	English, Maths, Science – weekly History, Geography, MFL – fortnightly DT, Art, Music, Computer Science – half-termly PSHE, RE, Drama and Pe – no home learning	Optional	All Subjects (except Maths) 30 minutes per homework set Sparx Maths – 60 minutes per week
10+11	English, Maths, Science, MFL – weekly Other Options Subjects - fortnightly	Optional	All Subjects 40 minutes per homework set

*Ingredients for Catering will be listed on 'Class Charts' for practical lessons.

3.3 School Home Learning (Homework and Home Reading) Practice

- Teachers will ensure that the homework set is relevant, challenging and stimulating and will explain the work clearly to students to ensure they understand the context and relevance of the task.
- Homework assignments will be published by teachers on 'Class Charts' so that parents/carers can have an overview of their child's schedule and to help students with their organisation. Parents/carers are able to receive notifications regarding their child's homework status.
- Homework will be set with at least 48 hours (two evenings) prior to the deadline.
- Teachers will set homework in line with the homework schedule and teachers will ensure that homework is set according to the agreed frequency. This applies to all students. This will be monitored by Subject Leads and SLT.
- Homework will be submitted via 'Class Charts' or during lessons, unless students have been specifically directed to submit via another platform.
- Feedback will occur either through Class Charts or as part of a lesson.
- It is the responsibility of the class teacher to ensure their 'Class Charts' submissions are up-to-date by midday every Friday in advance of the weekly submissions report being generated.

Home Reading is recorded in home reading journals which are checked by form tutors during tutor time.

The standard of homework will be reported to parents via progress reports.

3.4 Homework Rewards, Recognition and Sanctions

- Students will be awarded Green Points for outstanding commitment/endeavour or whose homework is deemed as 'excellent' when submitted by the deadline. This includes a home reading house point.
- Students who do not complete their homework will be given one behaviour point on the date it was due. Students who do not complete their home reading will receive support from their form tutor and 'Home Reading Reminder' on Class Charts. The home reading reminder is not a negative behaviour point; its purpose is as a reminder.
- The teacher will provide a second opportunity for the homework to be submitted within 48 hours of the original deadline.
- Where insufficient improvements are made by the student in the submission of homework over a period of time, the class teacher will record a 2-point behaviour point based on their discretion. This may lead to an after-school homework detention. *Please refer to the Behaviour Policy for further details.*
- In Year 7, to support the transition into school and children's growing independence, we will not sanction missed homework for the first half term, however if a pattern emerges, we will work with parents and carers to support.
- A submissions report will be run on a weekly basis after midday each Friday. This will be shared with tutors for follow-up discussions (e.g. reasons why, are there barriers and if so how can they be overcome?).
- It is the responsibility of the class teacher to ensure the 'Class Charts' online mark-book is accurate and up-to-date by midday each Friday. This ensures that that the submissions report is accurate and supports effective communication with parents as a notification will be received for parents with a parent 'Class Charts' account.
- Where a pattern of non-submission emerges for a student across the curriculum, and where insufficient improvements are made over time, the behaviour policy will be followed. This may result in an escalation in the stages of the behaviour pathway.

- Extensions are expected to be given as an exception; if students need an extension, they are expected to speak to their teacher in advance of the lesson/homework due date. Parents can also contact teachers either by email or by note. On this occasion, a 1-point behaviour point will not be given on the first deadline.
- Subject Leads will ensure that teachers plan, prepare and set realistic and manageable programmes of homework in line with the planned curriculum. Subject Leads will ensure that accurate records are maintained by teachers of completion and non-completion of assignments via the on-line 'Class Charts' submission process. Subject Leads will monitor the implementation of the Home Learning Policy in their subjects to ensure that all teachers are following the home learning policy accordingly.

3.5 Accessibility

- To ensure all students can complete their homework to a good standard, teachers will:
- Avoid setting homework that requires unusual, expensive or complex resources beyond paper and a pen.
- Provide a resource pack for students where appropriate.
- Provide homework that is appropriately challenging.
- Provide clear instructions and check students understand what work has been set and how to complete it.
- Ideally set homework at the start of the lesson.
- Provide textbooks, resource sheets, or specific website addresses to support research homework.
- Provide a clear structure for extended writing, and/or clear expectations for the length of work required, e.g. word count.
- Not assume that students have access to a computer at home.
- Remain vigilant regarding any possible forms of plagiarism.

Section 4 - Monitoring and Evaluation

- Subject Leads and the Leadership Team will monitor the quality and frequency of homework through the analysis of whole school homework data via 'Class Charts'. Time will be designated for this as part of the Extended Leadership Team schedule.
- Information from these activities will be shared with Subject areas and the Trust. Teachers will be asked to provide feedback for further development of the school's home learning policy. Student Ambassadors and the Student Council will provide feedback on the students' perspective on home learning and feedback from parents/ carers will be invited as part of the home learning review cycle.