



W WICKERSLEY
SIXTH FORM



HOME LEARNING GUIDE



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Our approach to homework or home learning



Wickersley students have responsibilities inside and outside every lesson. Our Every Lesson guidelines provide a recipe for success at school, covering a range of learning attitudes and strategies. Homework, or home learning, is an important part of a student's learning journey, and as such, features in our Every Lesson guidelines:

- You complete what you need to do before the next lesson, e.g., home learning, wider reading, and documentaries.
- You take part in activities that push your learning beyond the classroom.
- You prepare and revise for your assessments and exams early.

Our teachers will enhance their teaching by setting home learning. Most home learning tasks will be knowledge-based. If students complete these to a good standard, they should be able to recall knowledge later, e.g., in a test. Occasionally, teachers may set tasks designed to enthuse students in their subject, e.g., watching a documentary.

The aim of our home learning guide

Our home learning guide aims to:

- Ensure there is a consistent approach to homework across all subjects and year groups.
- Ensure that students, teachers and parents are aware of their responsibilities concerning home learning.
- Encourage students to take responsibility for their learning and develop self-discipline and time management skills.
- Improve the quality of teaching by extending learning beyond the classroom.
- Provide students with opportunities to enrich their learning experience by providing opportunities to learn beyond the syllabus or curriculum.
- Improve students' progress and attainment.



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Home Learning Procedures

1. Every week, we expect all students, across all subjects and year groups, to be directed towards home learning.
2. **Home Learning could include:**
 - Knowledge-based activities, such as an assessment, an exam question or paper, or a quiz.
 - Routine coursework activities, e.g., completing an ongoing unit or assessment.
 - Revision for tests and examinations.
 - Preparatory reading.
 - Organising and consolidating class notes.
 - Activities which enrich, engage and enthuse, e.g. documentaries, podcasts or real or virtual visits.
3. **In a typical half-term period:**
 - Key Stage 3 students should expect a minimum of 2 knowledge-based activities with an element of teacher-checking.
 - Key Stage 4 students should expect a minimum of 3 knowledge-based activities with an element of teacher-checking.
 - Key Stage 5 students should expect a minimum of 4 knowledge-based activities with an element of teacher-checking.
4. **Teacher-checking could include:**
 - Marking students' performance against assessment criteria which results in a grade or score.
 - Checking that the student has completed or attempted the activity. This check may result in an effort score.
 - Reviewing the scores generated by third-party software, e.g., Educake.
 - Facilitating peer or self-assessment.
5. When assigning home learning, teachers should clearly explain the success criteria and provide information on where students can access additional guidance or help.
6. Teachers should consider students' current workload when setting home learning, and make adjustments where necessary.
7. Students who do not meet a compulsory home learning deadline should be given a reasonable second deadline. If the student fails to meet the second deadline, a CFC should be submitted with appropriate actions, e.g., a phone call or a conversation with the teacher.



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Home Learning Procedures



8. We understand that students with special educational needs and disabilities (SEND) may require adjustments to their home learning tasks. Whilst an individualised approach would benefit SEND students, it is also important for them to complete the same tasks as their peers.
9. We understand that some students may not have access to quiet spaces or equipment at home to complete their home learning. We encourage these students to access the resources in school, e.g., Homework Club. Please speak to a member of staff in the school for more information.
10. In addition to the work set by their teachers, sixth form students are required to work proactively on their studies during their independent study time. This may include consolidating their class notes, ongoing revision activities, completing past exam questions, or reading ahead to enhance their understanding of future content.

The role of students in home learning



Students' home learning responsibilities feature in our Every Lesson guidelines:

- You complete what you need to do before the next lesson, e.g., home learning, wider reading, and documentaries.
- You take part in activities that push your learning beyond the classroom.
- You prepare and revise for your assessments and exams early.

- To take responsibility for their home learning and complete compulsory activities to a good standard.
- To record details of home learning activities, e.g., deadlines if relevant.
- To ask for help or support if they're unsure about how to complete a task.
- To understand how their home learning fits into their learning journey.
- If the students' performance is marked against assessment criteria which results in a grade or score, students should act upon the feedback from their teacher to improve their work



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The role of parents in home learning

- To assist their child in the recording of home learning.
- To help their child manage their time and home learning.
- To help their child prioritise home learning to meet deadlines.
- To understand how their child's home learning fits into their learning journey.
- To support teachers with the consequences of not completing home learning.

The role of teachers in home learning



- To plan and assign home learning activities per this guide.
- To communicate clear success criteria.
- If the student's performance is marked against assessment criteria which results in a grade or score, teachers should employ a system of monitoring and recording, e.g., a mark book.
- To set a variety of meaningful, home learning tasks, including those that enrich and enthuse.
- To praise and reward good quality home learning.
- To employ a system of support and consequence for students who do not complete home learning activities.

The role of school leadership in home learning

- To check compliance with the guide.
- To monitor the home learning guide through quality assurance.
- To ensure that all teachers, students and parents are informed of our home learning guide.
- To assist with strategies to record the details of home learning.



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