



Crompton House School



Home Learning Policy

Loving God – Caring for Each Other – Achieving Excellence



Home Learning Policy

At Crompton House School, we believe that learning at home is an essential component of the educational process, serving as a bridge between classroom instruction and independent learning. Our Home Learning Policy is designed to support students' academic growth, reinforce key concepts, and develop essential skills such as time management, responsibility, and self-discipline. This policy aims to create a structured yet flexible framework that balances academic demands with students' overall well-being, ensuring that homework remains a productive and positive learning experience that extends beyond the normal timetabled day. By clearly outlining expectations and guidelines, we strive to foster a collaborative environment where students, teachers, and parents can work together to achieve educational success.

What is Home Learning?

Home learning refers to the whole educational process where students go above and beyond, engage in learning activities outside the traditional classroom setting, typically at home. This is opposed to homework which is set as specific assignments by teachers. Using meaningful, well-designed homework assignments throughout the KS3 and KS4 journey, we aim to develop independence, autonomy and a love of learning in all our students. As they progress into their GCSE exam year and KS5, the skills and self-discipline developed through structured homework will enable students to transition from teacher-managed homework activities to independently managed home learning, facilitating their future educational and professional success.

Our Aims



Consistent
Student experience,
expectations & rewards.



Meaningful
Integral to curriculum
planning and delivery.



Quality
Exercises and
submissions.



Workload
Increased progress.
Improved wellbeing.

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Key Stage 3 (Years 7, 8 and 9)

At KS3, students transition from primary to secondary education, encountering more complex subjects and a greater emphasis on self-organisation. The homework timetable in years 7, 8 and 9 is designed to set clear expectations for home learning requirements, develop organisation skills and consolidate foundational subject knowledge so that students become confident, self-motivated learners, well-prepared for the challenges of Key Stage 4 and beyond.

KS3 Homework Frequency and Duration by Subject

Subjects at KS3 will either set bi-weekly assignments with short durations, or a once-per-term more substantial assignment. Each KS3 student should spend 7.5 hours on directed homework tasks each fortnight. Or approximately 30 minutes a day.

Bi-weekly Homework		Termly Homework	
KS3 Subject	Time / fortnight (hours)	KS3 Subject	Time / term (hours)
Maths	1	Art	1.5
English	1	Physical Education	1.5
Science	1	Computer Science	1.5
MFL	1	Food & Nutrition	1.5
Music	0.5	Design Technology	1.5
Religious Studies	0.5	Drama	1.5
History	0.5	PSHE	1.5
Geography	0.5		

KS3 Homework Timetable

Research tells us that a homework timetable offers significant student benefits, including enhanced time management, improved organization, and a balanced workload, which help prevent students from feeling overwhelmed. It establishes a consistent study routine, fosters better study habits, and encourages responsibility and independence. For parents, it provides clear insight into their childrens' homework schedules, facilitating support and progress monitoring.

The following KS3 homework timetable indicates when homework should be set bi-weekly and applies to years 7, 8 and 9.

KS3	Red Week	Green Week
Monday	Science	Science
Tuesday	English	English
Wednesday	Maths	Maths
Thursday	MFL	MFL
Friday	History + Music	Geography + RS

Homework due dates will be communicated by ClassCharts.



Key Stage 4 (Years 10 and 11)

As students move into Key Stage 4, they will encounter increased challenges as they delve deeper into subject content and enhance their skills in preparation for the external GCSE examinations. Homework assignments will continue to reinforce subject knowledge whilst also focusing on developing essential exam skills. There will be a greater emphasis on fostering independent study habits to prepare students for the rigorous revision demands of their upcoming assessments.

KS4 Homework Frequency and Duration by Subject

In KS4 all subjects will set bi-weekly or weekly assignments. The total time each KS4 student should spend on directed homework tasks each fortnight is 18 hours, or 1.5 hours a day. We additionally encourage students to consider what independent home learning they should be undertaking to prepare for GCSEs.

KS4 Subject	Time / fortnight (hours)
Maths	3
English	3
Combined Science	4
Separate Science	6
Religious Studies	2
Option Subjects	2

KS4 Homework Timetable

Research tells us that a homework timetable offers significant student benefits, including enhanced time management, improved organization, and a balanced workload, which help prevent students from feeling overwhelmed. It establishes a consistent study routine, fosters better study habits, and encourages responsibility and independence. For parents, it provides clear insight into their children's homework schedules, facilitating support and progress monitoring.

The following KS4 homework timetable indicates when homework should be set on a bi-weekly schedule and applies to years 10 and 11.

KS4	Red Week	Green Week
Monday	Science	Science
Tuesday	English	English
Wednesday	Maths	Maths
Thursday	RS + MFL	RS + MFL
Friday	Option Subjects	Option Subjects

Homework due dates will be communicated by ClassCharts.



Types of Assignments

Homework assignments typically fall into 4 main categories diagnostic, introductory, formative and summative. These categories collectively support the learning process by providing different types of feedback, practice, and assessment opportunities that contribute to students' academic growth and achievement.

Type	Purpose	Focus	Examples
Diagnostic	Diagnostic homework is used to assess students' prior knowledge and understanding of a topic before formal instruction begins.	It helps teachers identify gaps in knowledge or misconceptions early on, allowing them to tailor their teaching to meet students' needs effectively.	Pre-assessment quizzes, diagnostic tests, or assignments designed to gauge baseline understanding.
Introductory	Introductory homework introduces new concepts or topics to students before they are covered in class.	It aims to familiarize students with upcoming material, enabling them to engage more deeply during classroom instruction.	Reading assignments, watching instructional videos, or exploring introductory materials related to the upcoming lessons.
Formative	Formative homework provides ongoing feedback and opportunities for practice throughout the learning process.	It helps reinforce learning, identify areas needing improvement, and adjust instruction accordingly.	Practice exercises, problem sets, worksheets, or short quizzes that help students apply and consolidate their understanding.
Summative	Summative homework assesses students' mastery of content or skills at the end of a unit, module, or term.	It typically carries a significant weight in grading and is used to evaluate students' overall understanding and achievement.	Final projects, comprehensive review assignments, essays, or assessments designed to measure learning outcomes.

Digital Platforms

All homework assignments are set, communicated to students and completion tracked using Class Charts.

Other digital platforms such as Seneca and Sparxs and others may be utilised for students to complete homework assignments and are further promoted for independent home learning, especially as students progress into KS4. The use of digital systems is promoted as they can provide significant advantages including:

- **Increase Accessibility:** Ensuring students can access assignments and learning materials anytime and anywhere, supporting flexible learning.
- **Improve Organization:** Helping students and teachers efficiently manage, track, and submit homework, reducing administrative burdens.
- **Enhance Engagement:** Providing interactive and multimedia resources that cater to diverse learning styles and keep students motivated.
- **Facilitate Feedback:** Enabling immediate, student-specific and detailed feedback, which supports continuous student improvement.
- **Promote Collaboration:** Allowing for seamless communication and collaboration between students, parents/carers and teachers.
- **Support Data Tracking:** Offering insights and analytics on student performance, helping to tailor instruction to individual needs.



Considering Student Screen Time

Whilst digital platforms offer numerous benefits for homework, excessive screen time can pose challenges. At Crompton House we are committed to supporting parents with this via the following measures:

- **Diversify Learning Activities:** Include a mix of digital and non-digital tasks in homework assignments, encouraging hands-on projects, reading physical books, and other offline activities.
- **Focus on Quality Over Quantity:** Ensure that digital homework is meaningful and high-quality, so time spent on screens is productive and beneficial.
- **Promote Physical Activity:** Encourage students to engage in physical exercise and outdoor activities to counteract the sedentary nature of screen-based learning.
- **Support parents in setting clear limits.**

By implementing these strategies, we can harness the advantages of digital platforms whilst addressing the potential issues related to excessive screen time, promoting a healthier, more balanced approach to home learning.

Holiday Assignments

To support student progress, additional homework assignments will be set at key points throughout the academic year. These assignments include:

- **Year 9 to Year 10 Transition Summer Work:** The transition from Key Stage 3 (KS3) to Key Stage 4 (KS4) is a significant challenge. To ease this transition, summer assignments will be provided at the end of Year 9. These tasks are designed to build key skills and consolidate foundational knowledge, ensuring students are well-prepared for the demands of KS4.
- **Year 10 Summative Assessment Review and Improvement:** During the Christmas, Easter, and summer holidays, homework assignments will be based on data from recent summative assessments. These assignments will help students reflect on their progress and address any knowledge gaps identified in their assessments.
- **Year 11 Mock Exam Review and Improvement:** In the Christmas and Easter holidays, homework assignments will be informed by data from the first and second mock exams, respectively. These tasks will focus on reflecting on progress and addressing knowledge gaps, ensuring students are thoroughly prepared for their final exams.



Rewards and Sanctions

At Crompton House, our [Behaviour Policy](#) is based on our Christian values. Our school motto, 'Loving God, Caring for each other and Achieving excellence' is central to our approach to behaviour, encouraging our young people to take responsibility for their behaviours, choices and actions.

We strongly believe in cultivating an environment where there is mutual support, respect, and encouragement for all. High-quality homework submissions will be celebrated and students who have missed deadlines will be supported to ensure they can access assignments and understand the school expectations for home learning. Continued failure to meet homework requirements after initial support will result in escalating sanctions as specified below.

Each time homework is due, the class teacher will check that homework has been submitted and is of high quality and award positives and negatives on Class Charts.

Rewards

- Students who have successfully submitted their homework on time and to a high standard will be awarded a homework positive.
- On a half-termly basis, students who continually achieve excellence in homework by achieving no negatives in respect to homework will be rewarded an 'Excellence in Homework' certificate.
- Homework positives will contribute towards the wider school rewards process as detailed in the behaviour policy (4.1 Celebrating Excellence).

Sanctions for missed homework or poor-quality submission

- All missed homework assignments are to be recorded by the class teacher using the 'homework' negative button on Class Charts.
- Class teachers should apply professional judgment in considering extenuating circumstances and if deemed applicable, this should be recorded on class charts in place of a positive or negative.
- An initial missed homework each year will trigger a 'support event'. This is designed to ensure all students can access homework and understand what is required from them. It is at the class teacher's discretion what form this support takes depending on the requirement of the specific student. Examples may include invitations to lunchtime homework support, checking password access to digital platforms, providing clarity on the task and allowing an extension.
- Following the support event, if the student still fails to submit the homework to a high standard, the class teacher will record the missed homework a second time using the 'homework' negative button on Class Charts.
- It is the responsibility of the class teacher to monitor homework submissions.
- Every 3 "missed homework" negatives will result in an afterschool, same day 30-minute detention.
- Students who miss this detention will be escalated to a 60 minute after school detention on the next available day.



Escalation of multiple missed homework events

Homework submissions for all students are tracked school-wide through Class Charts. When students are regularly missing homework submissions, a staged system of additional sanctions will be applied.

Number of missed homework assignments across all subjects	Stage action
3	Class Charts notification to parents. 30 minute after school detention.
6	Class Charts notification of Stage 1 to parents. Form tutor to follow up with a discussion with the student. 30 minutes after school detention.
9	Class Charts notification of Stage 1 to parents. Form tutor to follow up with a discussion with the student. 60 minutes after school detention.
12	Meeting with Mr. Robinson / Mr Deane (KS3) / Mr Raynerd (KS4) and a day in reflection.

The quantity of missed homework assignments are calculated per half-term.

Accessibility and Support

Crompton House employs various strategies to ensure the accessibility of homework for all students, addressing diverse needs and potential barriers. These strategies include:

- **Digital Platforms and Resources:** Where possible, digital platforms are utilised to support with student accessibility. This enables students to utilise the extensive range of accessibility settings and software such as text-to-speech software, screen readers, and adjustable text sizes to help students access digital content.
- **Differentiated Instruction:** Tailored Assignments: Teachers may create differentiated homework tasks to cater to the varying ability levels within a classroom, ensuring that all students can engage with the material at an appropriate level.
- **Extended Deadlines:** Flexible deadlines accommodate students who may need additional time as specified in support plans.
- **Homework Clubs and After-School Programs:** These programs offer a supportive environment where students can complete homework with access to resources and assistance from teachers or aides.
 - A dedicated Homework club runs at lunchtimes in C08.
 - Independent study space and access to computers is provided in the Library during lunchtimes and after school.
- **Communication:** Regular communication with parents and guardians about homework expectations and available resources helps ensure that students have support at home.
- **Student Information Assemblies / Parent Information Evenings:** With the launch of new digital platforms, we will provide information and training to educate students and parents on how to access and use digital platforms.
- **Regular Check-ins:** Teachers frequently check in with students to understand any difficulties they might face with homework and make necessary adjustments.
- **Surveys and Feedback:** Feedback from students and parents will be collected at regular intervals to help CHS identify barriers to homework accessibility and address them promptly.



Workload and Wellbeing

CHS is dedicated to the well-being and academic success of both our students and staff. We recognize the importance of maintaining a balanced workload to promote a healthy and productive learning environment. As such, we are committed to:

- Prioritizing Quality over Quantity: We focus on assigning meaningful and purposeful homework that reinforces learning objectives without overwhelming students.
- Implementing Efficient Work Practices: We will utilize centralised administration, digital tools, and collaborative planning to streamline workloads for both students and teachers.
- Providing Professional Development: We will offer ongoing training and resources to our staff to help them manage their workloads more efficiently and adopt best practices in workload reduction.
- Encouraging Open Communication: We will maintain open lines of communication between students, parents, and staff to regularly assess and address workload concerns, ensuring that everyone's needs are met.
- Supporting Well-being: We will promote a school culture that values the mental and physical health of our community, recognizing that a balanced workload is crucial to maintaining overall well-being and fostering a positive educational experience.

Through these commitments, we strive to create an environment where students can thrive academically without undue stress and where teachers can deliver high-quality education while maintaining a sustainable work-life balance.



Home Learning / Study Policy – KS5

Expectations

- Students must dedicate **one hour of independent study** for every hour of lesson time.
- This equates to **10 hours per subject, per fortnight**.

Study Activities

The **10 hours** should include a mix of the following:

- **Traditional homework** set by teachers.
- **Background reading** to deepen understanding.
- **Follow-up tasks** to address areas of weakness from previous lessons.
- **Preparation activities** for upcoming lessons.
- **Revision tasks**, including: Flashcards & active recall. Online learning platforms. Cornell note-taking. Exam skills: timed practice, 3-pen technique, mark scheme analysis, examiner reports.

Homework Allocation

- A minimum of **6 hours per subject (3 hours per teacher) per fortnight** must come from homework set on **Class Charts**.

Study Time During School Hours

- Students have **3 hours of timetabled silent study** per fortnight.
- Most students also have **up to 17 additional study periods** (varies for those taking Core Maths, EPQ, etc.).

Study Balance

- If students make full use of their study periods, they would need to complete only **10 hours of study per fortnight** outside school hours—less than **one hour per day**.