

## Department: Art and Photography – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
<b>Key Stage 3</b> (Please state if there are any year group differences)	One formal set homework task is set each half term- focusing on drawing or research based on topic studied. Completing lesson work/ collecting hw and small research tasks to be set when required- this may include collecting materials, finding relevant Artists/ adverts/learning about the colour wheel etc..	Differentiated drawing tasks- set to support class work. Research relevant to projects- to prepare and consolidate learning in class. Students are encouraged to attend After school sessions on Mondays. Some resources will be added to dept. twitter E.g. colour theory for Year 7.	Book scrutiny's- in dept. and whole school. Sharing of ideas/ hw planning/ progress made by students/ interims.
<b>Key Stage 4</b>	Art- Yr. 10- on average an hour a week is expected. HW tasks can be stand alone work or finishing off tasks/presentation tasks. Art- Yr. 11- on average an hour a week- all HW set relates to the mock exam and real exam. Copies of set HW/deadlines can be found on Moodle. Photography- Yr. 10- on average an hour a week is expected. HW tasks can be stand alone work or finishing off tasks/presentation tasks. Students record their own specific homework task in their portfolio and this is monitored. Photography- Yr. 11- on average an hour a week is expected. HW tasks can be stand alone work or finishing off tasks/presentation tasks. Students record their own specific homework task in their portfolio and this is monitored.	Art tasks- research, idea development, book presentation, preparation for both mock and real exam. HA tasks set. Students are encouraged to attend After school sessions on Mondays & Thursdays. Photography tasks- research, idea development, photo shoots in and out of school, portfolio presentation, preparation for both mock and real exam. HA tasks set. Students are encouraged to attend After school sessions on Mondays & Thursdays.	Book scrutiny's- in dept. and whole school. Sharing of ideas/ hw planning/ progress made by students/ interims. Students struggling with Home learning will be given one to one support- Dept. coaching. Photography- also monitoring portfolio slides recording personal specific homework tasks.
<b>Key Stage 5</b>	Art- Yr. 12- First term- students follow a plan- HW supports class work. Students are also encouraged to attend Life Drawing classes for six hours- this is accounted for as hw too. Art and Photography Yr. 12- Second term- students focus on exam preparation- hw depends on exam question but relates to assessment objectives. Art-Yr. 13- First term- students follow staff guidance focusing on research and essay writing. Art & Photography- Yr. 13- Second term- students focus on exam preparation- hw depends on exam question but relates to assessment objectives. (ALL- no more than four hrs hw a week. Average; 3-4hrs)	Art tasks include research, designing and presentation work relevant to project; these tasks also cover the four assessment objectives. In addition yr. 13 Art/Photography students must write an essay to support practical work- feedback will be provided for students to act on and make improvements as home learning. Photography Yr. 12 and Yr. 13 SQG – Tasks include collecting research, organising own photo shoots, printing outside lessons. Students are encouraged to attend After school sessions on Mondays & Thursdays.	Book scrutiny's- in dept. and whole school. Sharing of ideas/ hw planning/ progress made by students/ interims. Students struggling with Home learning will be given one to one support- Dept. coaching. Photography- Students set own HW in target setting PowerPoint. SQG/DLU monitor this and look for evidence in sketchbooks when marked. MRY to monitor success too.

## Department: Childcare & Education – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
<b>Key Stage 3</b> (Please state if there are any year group differences)	N/A	N/A	N/A
<b>Key Stage 4</b>	Year 10 – weekly homework given of 30-60 minutes. Summer Term this will increase to 1-2 hours in order to complete Exam coursework. Year 11 – weekly homework given of 1 hour. This increases to 2 – 3 hours a week when Exam coursework is being completed.	Year 10 – Research; Q&A; Observations: Activity Planning Year 11 - Research; Q&A; Observations: Activity Planning Exam Coursework – Research; Written work to answer all Assignment criteria – Interim and Final Deadlines are given at the start of the assignment.	Book scrutiny, both department and whole school. Student Progress logs. Students struggling with completing homework or assignment work, encouraged to attend Homework Club on Monday nights.
<b>Key Stage 5</b>	Year 13 - Homework is given each day from both teachers, three times a week, each homework 1-2 hours Placement Days – Activity and Observation Planning and Evaluations should be completed (1-2 hours)	Research; Q&A's; Activity Planning; Planning Observations Exam Coursework – Interim and Final Deadlines are given at the start of the year. Upgrades – given a 2 week deadline	Book scrutiny, both department and whole school. Student Progress logs. Exam Progress Log. Students struggling with completing homework or assignment work, encouraged to attend Homework Club on Monday nights.

## Department: Design & Technology – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
<b>Key Stage 3 (Please state if there are any year group differences)</b>	Set homework tasks are given more often during the design phase of projects. This will result in an average of 1 set homework per week of 30 minutes. (When both DT lessons are in the design phase students could get 2 set homeworks per week)	Some stages in the design process are more suited to homework. Research and the Ideas often involve some degree of work at home. Students are also set flipped homeworks whereby they are expected to watch a video or read information on Moodle ready for the following lesson or series of lessons. It is also common to request that students finish off a design task as homework. In Food Technology students are regularly required to research recipes and to bring in ingredients for practical lessons. When making in PD, the homework is to think about the practical objectives they'll set themselves in the next lesson and carry out any necessary supporting work.	Folder scrutiny in department and whole school, evidence from learning walks, evidence of homework set in student planner. Evaluation of impact of homework through sharing ideas at department meetings. Analysis of interim data.
<b>Key Stage 4</b>	GCSE groups are expected, on average to do 1 – 2hrs of homework per week. This could be to continue to develop coursework, be based on developing theory knowledge, revising or practising exam questions.	<p>D&amp;T courses - In year 10 students could be required:</p> <ul style="list-style-type: none"> <li>• to complete aspects of their design folder.</li> <li>• complete theory homework or practice exam questions.</li> </ul> <p>In year 11 students are expected to:</p> <ul style="list-style-type: none"> <li>• keep their coursework folders up to date each week which could include finishing a task or writing up the results of testing, modelling or cooking.</li> <li>• read course text books (on moodle), work on assigned Doodle homeworks or attempt practice exam questions.</li> </ul> <p>When in the making phase of a project, homework can also consist of attending after school practical sessions or preparing ingredients and recipes.</p> <p>H&amp;SC – Students in Y10 &amp; 11 could be required to update coursework, act on feedback, or carry out research as preparation for their next lesson. Homework also can involve extending their subject knowledge in preparation for the exam.</p>	Folder scrutiny in department and whole school, evidence from learning walks, evidence of homework set in student planner. Evaluation of impact of homework through sharing ideas at department meetings. Analysis of interim data and results of mock exams.
<b>Key Stage 5</b>	Due to the nature of A level coursework in D&T, and H&SC, students are expected to do homework to match the number of hours taught. ie 4 hours lessons = 4hrs homework. In DT this homework is split between theory work and coursework. In H&SC work set is relevant to the CW unit that the student is working on along with exam preparation.	<p>PD - In order to produce a successful coursework students must work on design folders at home. Any aspect of the design process could be set. When developing ideas through modelling and making students must use time at home to write up the results of tests and explain decisions. Students are expected to read associated theory textbooks in advance of the lesson, to prepare presentations and complete practice exam questions.</p> <p>H&amp;SC – Students in Y12 &amp; 13 are often required to improve their coursework using assessment criteria and by acting on feedback. They are also required to research topics and develop their coursework. They are also expected to use a variety of revision strategies to prepare for the examined units.</p>	Folder scrutiny in department and whole school, evidence from learning walks, evidence of homework set in student planner. Evaluation of impact of homework through sharing ideas at department meetings. Analysis of interim data and results of mock exams

## Department: Drama/Theatre Studies – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
Key Stage 3 (Please state if there are any year group differences)	Year 9. Fortnightly. Students are expected to spend at least half an hour preparing for a specific style or genre of drama.	Research and preparation of material for improvisations – flipped learning. They are encouraged to watch television drama in the relevant style, go on theatre trips or to participate in school extra-curricular drama.	Group performances in relevant style and genre. Students work in groups on specific genre, and their success will be determined by the amount of preparation they have done. Performances are peer assessed with verbal feedback, and students' record progress in logs.
Key Stage 4	Year 10 and 11. Students are expected to do two hours homework a week, preparing for both practical work and written exam. Students are also offered opportunities to come on theatre trips, to enhance their understanding.	Progress notes for practicals are completed at least weekly. Preparation notes for exam questions are completed fortnightly. Students are also expected to work on research into style and subject matter, and to undertake rehearsals outside of lesson time. Students are also expected to come on as many theatre trips as possible.	Progress notes are marked on night they are received. Preparation notes are used for exam practice questions, which are marked and then students act on specific area for improvement. Peer and self-assessment is given and recorded as practical pieces progress. Students are offered the opportunity to work with teacher extra curricularly to work on specific areas for improvement.
Key Stage 5	Year 12 and 13. Students are expected to do at least four hours a week, preparing for both practical and written exam. Students are also offered opportunities to come on theatre trips, to deepen their understanding.	Progress notes for practicals are completed at least weekly. Supporting notes for practicals are completed at least weekly. Research into script/practitioner for AS and style/subject matter for A2 are completed and recorded weekly. Textual preparation and practice for exam are undertaken weekly from January. Students are required to come on theatre trips.	Supporting and progress notes are marked on night submitted. Exam essays are marked fortnightly as exam approaches. Peer and self - assessment is given and recorded as practical pieces progress. Students are offered the opportunity to work with teacher extra curricularly to work on specific areas for improvement.

## Department: English/English Literature – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
<b>Key Stage 3 (Please state if there are any year group differences)</b>	Students will be issued with a Flipped learning or extended writing piece of homework each week. They will also receive ten words for a spelling test and a SPaG focused activity each week. All Key Stage 3 English classes are expected to spend <b>at least one hour per week</b> cumulatively upon these tasks. For these activities, students are actively encouraged to present their work in a neat and informative style, allowing them to use creativity and ICT to ensure that it is of a high standard.	The main class teacher for the group will alternate between flipped learning tasks and extended writing tasks. Flipped learning tasks include activities such as: research/videos/podcasts etc. intended to be preparation for the next lesson. The extended writing tasks will be focused upon the units of work for that term and will have a set of criteria that students must use.  The minority teacher for the class should be setting learning homework tasks, such as: the Champions League Spellings, and SPaG focused activities using a variety of resources including worksheets and software such as Doodle/Moodle.	Sometimes the homework will be self or peer marked as part of the next lesson. On other occasions it is formatively marked by the class teacher, or automatically marked if completed on Doodle and either given a grade/level or set of targets. Deadlines for all activities will be made explicit to students on the date of issue. Within the department, the monitoring of homework will be done by: Book scrutiny- in dept. Sharing of ideas hw planning progress made by students
<b>Key Stage 4</b>	Students will be issued with <b>at least one</b> homework task <b>per week</b> . The task should cumulatively take a <b>maximum of 2 hours per week</b> to complete. Students at this key stage are expected to be actively researching and developing their skills in English through preparation and practice at home. This could involve reading a range of non-fiction texts, researching key skills and techniques or developing understanding of the literature studied, through research.	The main types of homework typically issued in KS4 are: flipped learning activities (usually displayed on Moodle), being involved in forum discussions on Moodle, research activities, redrafting, revision or preparation for exam style questions.	Assessment of these homework activities will be completed in a variety of ways. Sometimes it will be self or peer marked as part of the next lesson. On other occasions it is formatively marked by the class teacher and either given a grade/level or set of targets. Deadlines for all activities will be made explicit to students on the date of issue. Within the department, the monitoring of homework will be done by: Book scrutiny- in dept. Sharing of ideas hw planning progress made by students.
<b>Key Stage 5</b>	Students will be issued with <b>at least two</b> homework tasks <b>per week</b> . The task should cumulatively take a <b>maximum of 4 hours per week</b> to complete. Students at this key stage are expected to be actively researching and developing their skills in English. They should be actively engaged with the range of resources and activities on Moodle and on the English department's twitter account. They should also be aiming to immerse themselves in a broad range of literature and critical theories in order to develop their own critical voice.	The main types of homework typically issued in KS5 are: flipped learning activities (usually displayed on Moodle), being involved in forum discussions on Moodle, reading discussions threads on English Department Twitter account, research activities, redrafting, revision or preparation for exam style questions. Students will also be expected to be reading a range of independently selected literature and developing their own critical comments.	Book/folder scrutiny's- in dept. and whole school. Sharing of ideas/hw planning progress made by students/ interims. Self/peer and teacher assessment will also take place of specific pieces of work completed.

## Department: Geography – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
<b>Key Stage 3 (Please state if there are any year group differences)</b>	Students have Geography one hour a week in Year 7 and so will normally get homework on most times they have Geography. Year 8 and 9 have shorter research hwk then longer specific question in weeks to follow as per Scheme of Work.	Research, “ bring to the lesson “, Written tasks. Home Learning will extend the knowledge and skills of students as it relates to the topic currently being studied such as Our Living World in Year 7 or China in Year 8. Staff may set shorter homework tasks or ‘flipped learning’ which ask the students to find out information to bring to the next lesson.	GSB AS PART OF DEPARTMENT Q.A. BOOK SCRUTINY The homework tasks will be reviewed regularly to constantly produce tasks which are encouraging better learning. Students will be encouraged to act upon the feedback from homework to improve the quality of their learning.
<b>Key Stage 4</b>	Homework set at least once per week. Students will be encouraged to seek advice from subject staff if there is a part of the homework that they are having difficulty with. There will normally be a range of tasks to show that more able students are challenged with homework, as they are in lessons.	Research Preparation for test next lesson Exam – style question. For examination classes homework will be in line with the syllabus unit being followed or be tasks which move the student forward with the Controlled Assessment Project. For examination classes this may involve the use of past questions.	GSB AS PART OF DEPARTMENT Q.A. BOOK SCRUTINY The homework tasks will be reviewed regularly to constantly produce tasks which are encouraging better learning. Students will be encouraged to act upon the feedback from homework to improve the quality of their learning.
<b>Key Stage 5</b>	Every lesson – in accordance with the Whole School Guidelines.	“Flipped Homework “ new Scheme of work for Year 13 on N drive. Past questions. Research. Report writing.	GSB AS PART OF DEPARTMENT Q.A. BOOK SCRUTINY The homework tasks will be reviewed regularly to constantly produce tasks which are encouraging better learning. Students will be encouraged to act upon the feedback from homework to improve the quality of their learning.

## Department: History– Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
<b>Key Stage 3</b> (Please state if there are any year group differences)	<p><b>Year 7</b> Mainly Home Learning projects - Maximum 1 per 1/2 term - ( smaller individual homework as appropriate - e.g. revision, completion of task, reading, research )</p> <p><b>Year 8</b> Emphasis still on Home Learning projects - Maximum 1 per 1/2 term</p> <p><b>Year 9</b>  More emphasis on individual homework set as appropriate - e.g. revision, completion of task, reading, research, extension tasks, etc . Differentiated between sets - sets 1 -2 to expect homework each week - sets 3-4 more project based Home Learning - Max 1 per half term</p>	<p>Emphasis is on enriching the course with enjoyable exercises that develop a fascination with history and help students improve their key skills. Students decide their own approach according to learning style e.g. time line, project, power point, models, art work, games, music, adventure stories, site visits.</p> <p><b>Yr 7</b> - Anglo - Saxon Timeline ( set in first 2 weeks of term ) Medieval Castle/ Medieval Church/Wales Ireland/ Kings and Queens of the Middle Ages/ Scotland in the Middle Ages</p> <p><b>Yr8</b> - Tudor Life/ Stuart Life/Voyages of Discovery/ The Jacobites/Political leaders 1750-1900/ Monarchs 1750- 1900/ Richard Arkwright/India - History/Life/Culture</p> <p><b>Yr9</b> - Black People of America/Aspects of WW1/Aspects of WW2/Aspects of the Cold War</p>	<p>Work to be marked by teacher with G and I comments or self /peer assessed. Rewards given according to school policy - achievement logs/ star of the week/cards home/prizes.</p>
<b>Key Stage 4</b>	<p>Homework is more exam orientated - Amount is differentiated between sets - Sets 1 -2 to expect homework each week. Throughout year 10 students complete key individuals via Moodle website</p> <p>Examples of KS4 homework : Revision/ completion of class work/ exam practice /past papers /note making/ essay questions/ extension tasks /reading/flipping/timelines /task improvement/preparation for coursework</p>	<p>Emphasis is on developing skills needed for exam work and assessments while still offering enrichment of the courses under study.</p> <p><b>Yr10</b> - Medicine/Castle Coursework <b>Yr 11</b> - American West</p>	<p>Work to be marked by teacher with G and I comments or self /peer assessed. Rewards given according to school policy - achievement logs/ star of the week/cards home/</p>
<b>Key Stage 5</b>	<p>Students are expected to spend the equivalent of class time learning at home or in private study. Students should expect 2 homeworks per week.</p> <p>Examples of KS5 homework : Essay questions are a major requirement - usually spanning 1-2 weeks. There are key pieces of coursework which require considerable preparation. Each student will undertake an Individual Assignment requiring personal research spanning over 1 terms work. Students are also required to spend a considerable time in general reading and researching around topics.</p>	<p>Emphasis is on developing the key skills needed for exam and course work while encouraging independent learning. Students will be expected to revise thoroughly - developing their own revision style, learning key facts, preparing essay plans, tackling past questions etc Other homework examples - completion of class work/ note making /extension tasks / flipping /timelines/ making Wiki`s /preparing a class presentations /task improvement</p>	<p>Students can expect constructive written feedback to essays via teacher, peer and self-assessment. Verbal feedback is also a feature especially in areas like the Individual assessment when written comments are restricted.</p>

## Department: Maths – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
<b>Key Stage 3 (Please state if there are any year group differences)</b>	Students will be issued with one main homework task per week and sometimes a shorter learning task or further work from feedback they have received in a lesson. Students who are absent from lessons also have a responsibility to spend time catching up on any missed work.	The tasks set for homework will be varied. Some tasks will be computer/internet based interactive tasks e.g. on MyMaths or Doodle. Other tasks will be written tasks either to be done in exercise books or on worksheets that can be glued into exercise books. These tasks will normally be accessed from the Trinity Moodle site.	Written homework will mostly be formatively marked by the class teacher. Sometimes the homework will be self or peer marked as part of the next lesson. Feedback to students may then require action to improve or correct work.  MyMaths or Doodle homework will be automatically marked with feedback to students when they are working on the homework and in follow up lessons when necessary. Deadlines for all activities will be made explicit to students on the date of issue. Normally there will be at least one lesson between the setting of a homework task and the date it is due, to allow for any queries to be answered.
<b>Key Stage 4</b>	Students will be issued with one main homework task per week and sometimes a shorter learning task or further work from feedback they have received in a lesson. Students should also use the available resources to work independently on identified areas of weakness. Students who are absent from lessons also have a responsibility to spend time catching up on any missed work.	The tasks set for homework will be varied. Some tasks will be computer/internet based interactive tasks e.g. homework on MyMaths, Mathswatch or Doodle (all three of these websites have an abundance of material that can be used for independent study). Other tasks will be written tasks either to be done in exercise books or on worksheets. These tasks will normally be accessed from the Trinity Moodle site. Closer to both internal and external exams homework tasks will focus on completing past exam paper questions.	Written homework will mostly be formatively marked by the class teacher. Sometimes the homework will be self or peer marked as part of the next lesson. Feedback to students may then require action to improve or correct work.  MyMaths or Doodle homework will be automatically marked with feedback to students when they are working on the homework and in follow up lessons when necessary. Deadlines for all activities will be made explicit to students on the date of issue. Normally there will be at least one lesson between the setting of a homework task and the date it is due, to allow for any queries to be answered
<b>Key Stage 5</b>	Students will generally be issued with a piece of homework after every lesson. These tasks should cumulatively take approximately <b>4 hours per week</b> to complete. Students who are absent from lessons also have a responsibility to catch up on any missed work.	Homework most often will be based on a lessons work, reviewing notes, completing more questions, using web based resources eg MyMaths or completing a chapter review etc. Sometimes homework will be a Flipped task to prepare work for a forthcoming section.	Most written homework will be self marked by students who then have the responsibility to discuss any issues that arise. Other work, especially end of chapter assessments and exam questions will be formatively marked by the class teacher with feedback requiring further action by students as necessary.

## Department: Modern Foreign Languages (MFL) – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?						
<b>Key Stage 3</b> <b>(Please state if there are any year group differences)</b>	<p>In order to raise attainment and keep a track of progress on a weekly basis all MFL classes should be learning vocabulary and be actively practicing listening/reading/speaking/writing on a regular basis. Therefore homework's' in MFL lessons over the course of a week should ensure students spend the following amount of time on these:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year 7</td> <td>20 mins</td> </tr> <tr> <td>Year 8</td> <td>30 mins</td> </tr> <tr> <td>Year 9</td> <td>40-50 mins</td> </tr> </table>	Year 7	20 mins	Year 8	30 mins	Year 9	40-50 mins	<p>Students will be asked to extend their leaning through various homework's given to them. These could be a mix of learning homework's or extension tasks.</p> <p><b><u>Learning homework</u></b>            Could be one of the following;</p> <ul style="list-style-type: none"> <li>- Doodle – using activities mapped to the particular point in the scheme of work</li> <li>- Learning of vocabulary on the current topic to establish spellings and accuracy over gender.</li> <li>- Using a tutorial, you tube clip on line to extend grammar knowledge/ vocabulary – flip learning.</li> </ul> <p><b><u>Extension homework activities could look like the following:</u></b></p> <ul style="list-style-type: none"> <li>- Sentence manipulation, changing the tense, register, person, adjectives and gender.</li> <li>- Red/ yellow/ green translation activities.</li> <li>- Reading activity asking students to gist read, read for main points of detail to show good comprehension skills and use the model as a source of creating their own writing.</li> <li>- Written task criteria – in 100 words write a paragraph about a particular area of study. Criteria given to students to ensure they know the success ingredients.</li> <li>- Listening homework from various websites or the Active teach on the VLE. Answers checked in class.</li> </ul>	<p>There will be tracking by the subject teacher, books may be sampled and students will be monitored by Head of Department where homework is not completed consistently. Doodle homework will be checked by the individual staff to form opinion on the results and the data will be used to inform in gaps in student's learning.</p> <p>Students work will receive feedback by the teacher, self-assessed and at times peer assessed. The work may also be given summative feedback and on occasions formative.</p>
Year 7	20 mins								
Year 8	30 mins								
Year 9	40-50 mins								
<b>Key Stage 4</b>	<p>One learning homework + one writing/reading/listening/speaking homework per week.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Year 10</td> <td>50mins – 1hr</td> </tr> <tr> <td>Year 11</td> <td>50mins – 1hr</td> </tr> </table>	Year 10	50mins – 1hr	Year 11	50mins – 1hr	<p>Please see above.</p> <p>In addition students will be asked to;</p> <ul style="list-style-type: none"> <li>- Draft and finalise their coursework</li> <li>- Learn their coursework/ speaking presentation using the word count</li> <li>- Ensure that they regularly do the vocabulary revision that is set in November for Year 11.</li> <li>- Year 10 should also be revising the vocabulary set from the exam board and ensuring they are well rehearsed for the vocabulary tests.</li> </ul>	<p>There will be tracking by the subject teacher, books may be sampled and students will be monitored by Head of Department where homework is not completed consistently. Doodle homework will be checked by the individual staff to form opinion on the results and the data will be used to inform in gaps in student's learning.</p> <p>Students work will receive feedback by the teacher, self-assessed and at times peer assessed. The work may also be given summative feedback and on occasions formative.</p>		
Year 10	50mins – 1hr								
Year 11	50mins – 1hr								
<b>Key Stage 5</b>	<p>Students should expect one hour to each hour they have in class time.</p>	<p>Students will be expected to work on all skill areas including key components to the exams. Essay writing/ drafting, translations from</p>	<p>Files may be monitored and essays will be taken by the subject teacher for marking.</p>						

		English to the language and vice versa, listening to and reading authentic materials, grammar exercises, resumé, question and answers, summarising texts, grammar trawling texts, preparation of presentations to the group and analysing films and literature.	Students will follow the behaviour route at school policy level.
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### Department: Music – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
<b>Key Stage 3</b> (Please state if there are any year group differences)	At least one homework task is set per half term. The time spent on this should be an accumulation of 15-30minutes per week over the course of the half-term. E.g, in a 6 week term, expectations are that a students might spend approx. 2-3 hours constructing a project for Music or might spend that time split over two or three tasks.	Examples might include research and presentation work on historical periods or styles of music etc. preparing answers for a listening exercise, or listening in preparation for an upcoming topic. Weekly informal homeworks may include instrumental and composition practise and opportunities are available to attend extra curricular sessions.	Monitoring in dept. and whole school. Sharing of ideas/ hw planning/ progress made by students/ interims.
<b>Key Stage 4</b>	Yr. 10- on average an hour a week is expected. HW tasks can be stand alone work, consolidation of lessons or preparation for the next lesson/topic Yr. 11 on average an hour a week- all HW set relates to the set works and exam preparation. Copies of set works and past papers can be found on Moodle.	Students are expected to work regularly at developing their instrumental/vocal skills at least 2 hrs in total per week (15-20 mins each day) Research, idea development, preparation for both mock and real exam. Preparation for next lesson Composition sessions are available for yr 11 on Tuesdays and set works revision on Thursdays.	Monitoring in dept. and whole school. Sharing of ideas/ hw planning/ progress made by students/ interims. Students struggling with Home learning will be given one to one support- Dept. coaching.
<b>Key Stage 5</b>	Average 3- 4 hrs. per week, composition tasks, Harmony work, essay writing. Research/activity preparation for next lesson.	Students are expected to work regularly at developing their instrumental/vocal skills 20/30 mins per day Research, idea development, preparation for both mock and real exam. Preparation for next lesson A theory/harmony 'club' is run on a Monday lunchtime to aid exam preparation	Monitoring in dept. and whole school. Sharing of ideas/ hw planning/ progress made by students/ interims. Students struggling with Home learning will be given one to one support- Dept. coaching.

## Department: Physical Education (P.E) – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
<b>Key Stage 3</b> (Please state if there are any year group differences)	We do not set written homework at KS3; but we do expect students to be actively involved in after-school clubs/clubs outside of school where they can develop their skills and fitness levels.	n/a	n/a
<b>Key Stage 4</b>	At least 1 hour per week	Revision of class work Study skills work Exam questions – developing exam techniques Research/ reading Flipped learning – preparation for next lesson – becoming Independent learners Use of online resources	Monitored by staff through teacher, peer, self assessment. Lack of homework letters sent home as per school policy.
<b>Key Stage 5</b>	At least 2 hours per week	Flipped learning – preparation for next lesson to include writing notes, presentations etc – becoming independent learners. Extended reading Exam questions – developing exam techniques Learning content Consolidation activities e.g. preparing flash cards, mindmaps, reducing info, making models. Using OCR Website (AS/A2) Continuing to develop Units of work that have been introduced in the lessons (BTec – Edexcel)	Monitored by staff through teacher, peer, self assessment. Lack of homework letters sent home as per school policy.

## Department: Religious Studies– Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
Key Stage 3 (Please state if there are any year group differences)	Year 7/8 only. One piece per half term. Students are expected to spend cumulative time on this piece over the course of a half term. Deadlines for all activities will be made clear when set. – always over two week period. Students have a responsibility to find out and complete after an absence.	The tasks are varied with a range of tasks to suit learning – linguistic/mathematical/visual/kinaesthetic.	Monitoring in the department on a regular basis to review tasks. Written homework will be formatively marked by the class teacher. Sometimes the homework will be self or peer assessed as part of the next lesson. Feedback to Students will require action to improve or correct work
Key Stage 4	Year 9/10/11 - weekly tasks set. The majority of tasks now are set on the flipping the classroom basis, and students know that they will have to use the HLT in the following lesson.	A wide variety of tasks are set such as, Research tasks/key words/Doddle /ICT Presentation/Exam Questions	Monitoring in the Department Book Scrutiny and Planning. Assessment in a variety of ways, students know that they will have to use the HLT in the following lesson and will be self or peer assessed. On other occasions it will be formally marked by the class teacher.
Key Stage 5	Each session. Shorter task between daily sessions – approx. an hour and essay for the next week/fortnight. The task should take approximately 2-3 hours per week for both Philosophy and Ethics.	Research/ reading ahead/additional reading/ Presentations/ exam questions/ revision for timed essays	Essays will be formatively marked by the class teacher then following discussion the feedback to Students will require action to improve or correct work. Discussion of essays/individual student progress discussions take place on a 1:1 basis.

## Department: Science – Home Learning Policy

	How much and how often?	Types of tasks students can expect	How will it be monitored?
Key Stage 3 (Please state if there are any year group differences)	At least 30 mins per week	Revision of class work Study skills work Exam questions Research/ reading Flipped learning – preparation for next lesson	Monitored by staff through teacher, peer, self assessment. Lack of homework letters sent home as per school policy.
Key Stage 4	At least 1 hour per week	Revision of class work Study skills work Exam questions <ul style="list-style-type: none"> <li>- Extended answer questions</li> <li>- Data handling questions</li> <li>- How science works</li> </ul> Research/ reading Flipped learning – preparation for next lesson Use of online resources	Monitored by staff through teacher, peer, self assessment. Lack of homework letters sent home as per school policy.
Key Stage 5	At least 2 hours per week	Flipped learning – preparation for next lesson to include writing notes, presentations etc Extended reading Exam questions Learning content Consolidation activities e.g. preparing flash cards, mindmaps, reducing info, making models.	Monitored by staff through teacher, peer, self assessment. Lack of homework letters sent home as per school policy.