





HOME LEARNING POLICY

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OUR PURPOSE, VISION AND VALUES

PURPOSE

At Ysgol Bro Taf we are committed to harnessing the power of education to enrich our learners' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our learners' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

VALUES

Be Brave	We will not be afraid to take risks and will overcome challenges by being resilient.
Be Respectful	We will be kind and value everyone in our community.
Be Optimistic	We will embrace opportunities and challenges with a 'can-do' attitude.
Be Trusting	We will rely on each other's integrity and competence, fostering a collaborative and supportive culture.
Be Aspirational	We will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.
Have Fun	We will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.

1. INTRODUCTION

The importance of Home Learning to support your child

- 1.1. There is strong research that shows the setting of home learning for pupils is a benefit to their learning. However, there is a wide variation in potential impact, suggesting that how home learning is set is likely to be very important. There is some evidence that home learning is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some studies showing very strong positive impact on attainment. The benefits are likely to be more modest, if home learning is more routinely set (e.g. learning vocabulary or completing problem sheets regularly).
- 1.2. Evidence also suggests that relating home learning to topics being covered in lessons is important. In the most effective examples home learning should be an integral part of learning, rather than an add-on. To maximise impact, it is also important that pupils are provided with high quality feedback on their work.

Why should pupils learn at home?

- 1.3. Research evidence shows that pupils make on average five additional months progress by completing home learning.
- 1.4. Pupils develop effective study habits which will benefit them in preparation for examinations.
- 1.5. Teachers are able to set a wider range of tasks through setting home learning and, therefore, have a greater range of evidence of the pupils' progress and achievement.
- 1.6. Teachers are able to devote more lesson time to collaborative study, practical work and discussion, if independent work can be completed outside the classroom.
- 1.7. Pupils are able to prepare for future learning in the classroom.
- 1.8. Pupils can be encouraged to enrich their classroom learning.
- 1.9. Pupils and parents can share the learning experience in greater partnership.

Types of home learning tasks

- 1.10. The list below is not an exhaustive list of tasks that could be set for homework, but rather an indication of the type of tasks that are appropriate. There is an expectation that pupils would receive a variety of tasks over time.
 - Preparation for future learning (such as reading ahead and summarising or planning tasks for future tasks)
 - Reading
 - Wider reading tasks for enrichment or consolidation

- Structured short-answer questions to consolidate learning in lessons
- Choice of tasks with varying levels of challenge
- Vocabulary or key-facts learning
- Extended project work – either completed as individuals or collaboratively
- Guided research with appropriate support at the start of the work, such as key websites or printed references
- Timed essays or extended pieces of writing
- Creative responses to the learning
- Online homework tasks
- Revision
- Write-up of experiments or practical work
- Rehearsal.

2. OUR AIMS

The school aims to:

- reinforce work covered within the classroom
- revise work previously taught
- consolidate children's learning
- help form positive attitudes to working at home including self-motivation and effort
- involve parents in the work that children are doing in school and so further encourage effective home/school links
- help parents to be aware on an ongoing basis of the standards that their child is achieving
- provide further opportunities for children to develop their literacy, numeracy and digital competence skills at home.

3. LOWER SCHOOL

- 3.1. We value 'home time' as 'family time', so home learning is encouraged but not compulsory. Pupils are always supported, and there is no pressure if a task isn't completed. We also believe clubs and time with family and friends are key to a healthy, confident life. To support balance, all home learning set is purposeful and manageable within the given timeframe.
- 3.2. Pupils who regularly complete their home learning will not only be consolidating and refining skills that they have been taught, but they will also be rewarded through achievement points on Bromcom. You will be able to monitor and celebrate your child's achievement points through the MyChildAtSchool (MCAS) app.
- 3.3. Every Friday, the class teacher will post the 'Bro Taf Bulletin' (See Appendix A below) on their respective SeeSaw accounts and pin this to the top of the feed for ease of access.
- 3.4. This will include:
- **'Next week we are...'** - This will outline what your child will be learning in class the following week, enabling you to have discussions around certain topics and play a part in their learning at home too.
 - **'At home, please can you...'** - This is the piece of home learning which all pupils are expected to complete. It will be linked to a specific AoLE, consolidating learning that has taken place in class or it will prepare them for future learning.
 - **'You could also...'** - Within this section of the bulletin, you will find an additional learning activity that will further support your child's learning.
 - Additionally, there will be **'Carry on Learning'** tasks, which will include your child's focus phonics or spelling rule of the week, numeracy focus (such as times tables or number bonds), and a Welsh phrase or weekly language focus.

Submitting Home Learning

- 3.5. All home learning tasks are to be submitted through Seesaw by the following Thursday. The pupils will upload their 'must do' task to their Seesaw account and wait for approval from their class teacher. The teacher will comment/like the post to acknowledge that they have received the submission.
- 3.6. Pupils who do not have access to ICT equipment or pupils who need additional support with any home learning will be encouraged to attend 'Library Hour' in the Skills Centre after school.

4. MIDDLE SCHOOL

- 4.1. As pupils progress through Middle School, home learning will play a crucial role in their educational journey. We believe that a well-structured home learning policy is essential in supporting our pupils' academic growth, fostering effective study habits, and reinforcing the learning that takes place in the classroom.
- 4.2. Home learning is designed to help pupils in several ways. It extends learning beyond the school day, providing opportunities for pupils to practice and consolidate their understanding of new concepts. This practice not only helps to reinforce what has been learned but also encourages independent learning and critical thinking skills. By regularly engaging with their home learning, pupils can develop better time management and organisational abilities, which are valuable skills both in school and in their future endeavours.
- 4.3. In Years 7 – 9, it is particularly important for pupils to establish strong study routines. The transition from Lower School to Middle school brings with it increased academic demands and responsibilities. Home learning helps pupils to gradually adapt to these changes, ensuring they are well-prepared for the more rigorous expectations of higher year levels.
- 4.4. Our home learning policy is designed to be supportive and manageable, ensuring that pupils are not overwhelmed but are sufficiently challenged. We encourage you to take an active role in your child's education by providing a conducive environment for home learning, showing interest in their schoolwork, and communicating with teachers if any issues arise.
- 4.5. Together, we can help our pupils achieve their full potential and develop a love for lifelong learning.

What home learning will Middle School pupils receive?

- 4.6. In Middle School, pupils will receive an extensive spelling list of key vocabulary from each Area of Learning to support with the development of their literacy skills. Pupils will be expected to read, spell and define the key vocabulary within their lessons. Pupils will receive key vocabulary termly. Parents/carers will also receive a guide to support the learning of the key words at home. Pupils will be recognised for their progress towards learning their key words and will receive achievement points for positive engagement.
- 4.7. In Middle School, pupils will be encouraged to engage with reading outside of school. We recommend reading at home for a minimum of 20 minutes per day. We encourage pupils to read a variety of fiction and non-fiction texts, focusing on topics that they enjoy. At the start of each term, pupils and parents/carers will receive a Recommended Reading List that allows pupils to engage with texts that will enhance their learning across the curriculum.

- 4.8. Pupils will also be encouraged to develop their numeracy skills by completing one piece of Maths work per week. Pupils will be set this via SPARX Maths and this will be closely linked to the curriculum being delivered in your child's lessons. Pupils who do not have access to ICT equipment or pupils who need additional support with any home learning will be encouraged to attend 'Skills Club' afterschool sessions.
- 4.9. Finally, pupils will also receive at least one piece of additional home learning a fortnight from other Areas of learning. This will include Expressive Arts, English, Humanities, Health and Wellbeing Languages, Science and Technology. This will be issued to pupils during lesson time and via Bromcom. Pupils may receive additional home learning throughout the term in the lead up to assessments and specific tasks.
- 4.10. Pupils will receive a home learning timetable during their first half-term, and this will also be sent to parents / carers and available to view on our website.
- 4.11. Pupils who complete their home learning will be praised and rewarded regularly, and this will act as an incentive. Pupils will receive Bromcom points for the completion of home learning, and this will be frequently celebrated on a whole-school level. Parents and carers will be informed if homework is regularly not completed.

5. UPPER SCHOOL

- 5.1. Opportunities for home learning in Upper School enhance the curriculum that is taught in lessons and help to consolidate the learning that has taken place throughout the school day. As well as accelerating learning and skills development, home learning can also help to teach pupils how to become more independent learners and how to effectively manage their time. These skills will lead to effective revision routines that will help to support pupil preparation for examinations and to equip them with vital skills for the world of work.
- 5.2. Teachers will set home learning tasks as appropriate to their programmes of study. These tasks will consolidate and further develop the knowledge learnt in class or help them to prepare for future lessons. When set, tasks will have clearly defined instructions, success criteria and resources and a deadline for completion. Tasks will be set using Bromcom, (see Appendix 2). Parents/carers and pupils will be able to view full details including deadlines by logging into their account/using the app.
- 5.3. Pupils are expected to complete all home learning tasks and should seek support from their class teacher as required. Pupils will be praised and rewarded for completion of any home learning tasks in line with whole school systems for celebrating success.
- 5.4. In order to continually improve literacy skills, it is suggested that all pupils are encouraged to read regularly, not just those in lower and middle school. While Upper School pupils will not have their reading monitored, we strongly encourage parents/carers to remind their child of the importance of daily reading as an important habit that will help them to become successful. It is recommended that pupils read for a minimum for twenty minutes per day.
- 5.5. Pupils will be set home learning prior to capture tasks or formal tests and examinations. Much of this will be knowledge recall and application or development of skill. Whilst we do not advocate a set methodology of revision, a range of techniques and resources will be discussed at school and made available to pupils and parents/carers online.
- 5.6. Upper School pupils will be set regular home learning tasks across all curriculum areas to support their academic progress, foster independent learning, and nurture a lifelong love of learning. Core subjects (English, Mathematics, and Science) will assign one to two pieces of homework per fortnight. Option subjects will set one piece of home learning per fortnight; however, this requirement may be adjusted during periods when pupils are engaged in non-examination assessments (NEAs) within those subjects.
- 5.7. Home learning tasks for Upper School pupils should typically take between 45 to 60 minutes to complete. Pupils are expected to spend approximately 6 to 9 hours over the course of a fortnight on home learning across all subjects.

6. ROLES AND RESPONSIBILITIES

6.1. The Head of AoLE will:

- monitor the implementation of the school home learning policy.
- monitor development of home learning through department improvement plans.
- ensure quality assurance of home learning through sampling of work and talking to pupils.
- monitor and evaluate completed home learning within the subject area maintain an overview of pupil performance and liaise with parents/carers and regarding lack of completion of home learning.
- review and update policy as needed.

6.2. The Head of Faculty will:

- ensure that home learning tasks are included and clearly identified in learning maps in line with school guidelines
- lead teams in discussing and developing home learning tasks that are meaningful and help pupils to consolidate and extend their knowledge and/or skills
- quality assure the setting and appropriateness of home learning by sampling across all year groups
- monitor and evaluate the school home learning policy within their subject area maintain an overview of pupil performance within the subject and liaise with parents/carers and regarding lack of completion of home learning.

6.3. The Head of School will:

- support tutors in monitoring Bromcom
- assist in the monitoring and review of home learning across the school
- maintain an overview of pupil performance in home learning across the curriculum and liaise with parents/carers and teacher/head of faculty regarding appropriate action.

6.4. Teachers will:

- set purposeful tasks that provide suitable challenge for all pupils
- set reasonable deadlines for completion of home learning
- communicate home learning tasks clearly
- ensure that home learning details are set on Bromcom (details in Appendix 1)
- provide help, support and guidance for pupils and parents/carers on request
- ensure pupils know that plagiarised work is not acceptable
- monitor the completion of home learning by pupils
- provide appropriate feedback on completed home learning tasks within a reasonable timeframe and inform parents/carers if home learning is regularly not completed
- make use of school incentives for completion of home learning to an acceptable standard (by awarding praise, positive points, postcards home etc).

6.5. Tutors will:

- ensure that pupils in their tutor groups understand the importance of home learning and the school expectations regarding home learning
- support pupils in organising themselves and plan time effectively so that home learning is completed on time and to a high standard
- alert the Head of School if there are any issues with the setting, completion or marking of home learning
- be aware of any pupils with home circumstances that make the completion of home learning difficult and encourage such pupils to work after school or other appropriate times within faculty homework clubs.

6.6. Pupils will:

- check Bromcom regularly for details of home learning set
- complete home learning to the best of their ability and submit it on time
- complete work on their own (unless it is a shared task) and not copy others
- find out and complete any home learning tasks they have missed due to absence
- ask for help and guidance if they do not understand a task, find it difficult or cannot meet a deadline for a genuine reason well before the submission date
- get into the habit of setting aside a regular time for home learning in the evening and weekend
- take pride in doing their best.

6.7. Parents and carers will:

- provide an appropriate place for their child to complete home learning with suitable resources where possible
- help their child to set a routine for completion of home learning at evenings and weekends
- ensure their child understands the value of home learning and how it can help progress
- check that an appropriate amount of time is being spent on tasks
- check the presentation and content of home learning before its return to school
- encourage and praise their child when they have completed home learning
- check that home learning deadlines are met by checking planner and Bromcom
- ensure that their child does not copy work from other pupils or internet sources
- contact the teacher or school with any problems
- encourage their child to read daily
- support their child when revising for tests and exams.

APPENDIX A: BRO TAF BULLETIN TEMPLATE

BRO TAF BULLETIN

Next week, we are...


Date


At home, please can you...


You could also...

Key dates/reminders:

Cymraeg







Completed example

BRO TAF BULLETIN

Next week, we are:

- Continuing to work through our fractions unit by adding and subtracting fractions.
- Finishing off our non-chronological report and assessing it.
- Enjoying our subject specialist lessons in the afternoons.

At home, please can you:

Complete the differentiated equivalent fractions sheet that has been sent home today with your child.
Your child was able to choose an **Extra Mild**, **Mild**, **Spicy** or **Hot** sheet to complete. Please upload a picture to Seesaw once completed.

You could also:



- Continue to work through your lessons on Reading Eggspress.
- Complete all assigned tasks on Mathletics.

Key dates/reminders:



PE Days
Week 1 – Monday & Tuesday
Week 2 – Wednesday & Friday

Tuesday – Swimming lessons

Monday 31st March – Wednesday 2nd April – Yr6 Residential

7x 7 Times Table	
7 x 1 =	7
7 x 2 =	14
7 x 3 =	21
7 x 4 =	28
7 x 5 =	35
7 x 6 =	42
7 x 7 =	49
7 x 8 =	56
7 x 9 =	63
7 x 10 =	70


APPENDIX B: MIDDLE SCHOOL HOME LEARNING TIMETABLE

Half-termly home learning tasks issued		
	Year 7	Year 8 & 9
Autumn 1	Health & Wellbeing	Humanities
	Expressive Arts	Science
Autumn 2	Technology	Health & Wellbeing
	English	Languages
Spring 1	Humanities	Technology
	Science	English
Spring 2	Languages	Expressive Arts
	Health & Wellbeing	Humanities
Summer 1	Expressive Arts	Science
	Technology	Languages
Summer 2	Revision for end of year assessments	
Expected Home Learning Tasks:		
Weekly		Daily
SPARX Maths		Reading (at least 20 minutes per day)
Practice key vocabulary		

APPENDIX C: SETTING HOME LEARNING

Bromcom

When using the **Student Portal** module more information will be displayed.


Homework
Does Chris have homework?
More

Assigned Date	Homework Title	Due Date
29/01/18	Renaissance Artists	05/02/18 (7 days)

Click on the **More** button to open the **Homework** page.

Homework Does Chris have homework?
 YOU ARE HERE: Dashboard > Homework

Completed Not Completed Missed Teacher Reviewed

← This Week 29/01/2018 - 04/02/2018 →

	29/01/2018	30/01/2018	31/01/2018	01/02/2018	02/02/2018	03/02/2018	04/02/2018
10 HE Op4	Renaissance Artists						
	Completed						
10 SC TSC	Homework Missed						
	Completed						

The status of the **Homework** for the current week will be displayed, to look at previous or future weeks use the forward and backward arrows.

Click on the **Homework** bar to see more details.

10 HI Op4 - 29/01/2018
×

Homework Title: Renaissance Artists

Homework Description: Select one of the renaissance artists Raphael, Donatello or Titian and write an essay on why they are listed as one of the greats. For next Monday

Assigned Date: 29/01/2018

Due Date: 05/02/2018 23:59 (6 days)

Resource(s): N/A