

# Home Learning Procedures

28 August 2025 (after inset and staff consultation)



**These Home Learning procedures sit within the key principles underpinning our Home Learning and Assessment Policies and within the development of our wider skills and dispositions for learning agenda. As such, the importance of home learning is centred within high quality teaching and learning and assessment and the development of self-regulation and self-management within our pupils. We also recognise that every child is an individual learner and at any point within the levels of these procedures, their individual circumstances, needs and barriers to learning may require specific responses and interventions.**

1. Curriculum Leaders have an essential role to play in ensuring that the home learning tasks set contribute to a positive climate for learning within high quality teaching and learning and where home learning tasks are a planned part of the learning and assessment cycle and allow targeted and identified opportunities for feedback and Dedicated Improvement and Reflection Time (DIRT).
2. Within relational learning, there will be a focus on maintaining positive relationships, being proactive in identifying barriers within home learning and in implementing support strategies to help pupils to **self-regulate to educate**.
3. As part of our planned progression within *Be Engaged* and *Be Kind*, these procedures form part of our responses to *Be Prepared*.
4. Curriculum Leaders should ensure there is a clear and consistent approach to home learning, assessment, and feedback within their department.
5. Class teachers and tutors should regularly articulate and reference *Home Learning Procedures* and the rationale underpinning them as part of their engagement with pupils
6. Class teachers should support the effective recording of home learning tasks in pupil planners and tutors and parents/carers should support pupils in effectively using and maintaining their planners.
7. It is good practice to allow at least two school nights for a home learning task and teacher assessment and feedback should occur in a timely manner, ideally within one week and certainly within two weeks of submission. Where possible, class teachers should also avoid setting a home learning task on a Friday that is due for Monday.
8. Curriculum Leaders and Heads of Year are responsible for knowing what is happening within their department and year group respectively. Curriculum Leaders should communicate regularly with their team about progress within teaching and learning and any areas of difficulty and/or pupils of concern relating to home learning should be flagged in regular meetings and noted in Departmental Records under Pupil Concerns. Heads of Year should ensure that staff are kept up to date with pastoral information and should regularly monitor SIMs behaviour, attendance, and punctuality data to identify any emerging patterns with relation to individual pupils or group of pupils in order to allow staff to be responsive and proactive.
9. **These procedures reflect the school's policy to involve parents/carers in all its processes where it is appropriate to do so and to maintain at all times open lines of communication with them.**

## Home Learning Procedures, **updated 7 Jan to include planner procedures**

The primary consequence of incompletion of home learning is that **learning is negatively impacted**.

Consequently, it is the duty of the Class Teacher to follow this up in the first instance.

Action	Procedure	Parents Informed
CT	<p><b>Stage 1: Home Learning is not completed by due date</b></p> <ul style="list-style-type: none"> <li>• CT records <b>H</b> on SIMS</li> <li>• CT gives an <b>extension</b> until next lesson or a date agreed between CT and pupil</li> <li>• CT ensures pupil has noted the set work and extension date in their <b>planner</b></li> </ul>	NO
CT Admin	<p><b>Stage 2: Home Learning is still not completed by next lesson or agreed extension date</b></p> <ul style="list-style-type: none"> <li>• CT requests administration staff to send a communication using the template in School Comms to parents and copies in CL, HoY &amp; Tutor</li> <li>• CT ensures pupil has noted the set work and extension date in their <b>planner</b></li> </ul>	YES
CT Admin	<p><b>Stage 3: Home Learning is still not completed after notifying home of further extension: After School Detention</b></p> <ul style="list-style-type: none"> <li>• CT completes <b>After School Detention letter template</b> (available in Virtual Staffroom Templates) and requests admin to send to parents on Schoolcomms and copies in CL, HoY &amp; Tutor <ul style="list-style-type: none"> <li>❖ Failure to attend After School Detention (ASD) will result in Saturday Detention (except in the case of absence or exceptional circumstances)</li> <li>❖ If satisfactorily completed work is submitted on Google Classroom or to the teacher before the date of the ASD, then the ASD should be rescinded and parents informed.</li> <li>❖ CT should email admin to send <b>Completion of Home Learning and withdrawal of After School Detention letter template</b> (available in Virtual Staffroom Templates) to parents on Schoolcomms and copies in CL, HoY &amp; Tutor</li> </ul> </li> </ul>	YES
CT CL HoY & Tutor	<p><b>Stage 4: Non-completion of Home Learning is chronic (repeated beyond monthly cycle) and/or non-completion is acute (across a range of subjects)</b></p> <ul style="list-style-type: none"> <li>• CT informs CL (through existing monitoring procedures)</li> <li>• Tutor and HoY alerted through CT emails and monthly monitoring of H in SIMS</li> <li>• Within each monthly cycle HoY to advise CL if <b>follow up action</b> is required within one subject by CL or across two or more subjects by HoY</li> <li>• CL or HoY to complete <b>Chronic or Acute letter template</b> (available in Virtual Staffroom Templates) and request admin to send letter on Schoolcomms</li> <li>• Parents may also be asked to attend <b>in-school meeting</b></li> </ul>	YES

	<ul style="list-style-type: none"><li>• Additional monitoring and/or interventions will be put in place, such as a <b>Home Learning Support Card</b>.</li></ul>	
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## **Absence**

Where pupils have missed class, either due to absence or participation in school approved activity, it is their responsibility to catch up on work missed and pupils and parents should be proactive in seeking support where required. Class teachers should support pupils with this such as through the use of Google Classroom and teachers should exercise their professional judgement for exceptional circumstances preventing the completion of homework.

## **Lunchtime and Breaktime Detentions**

Staff are legally entitled to their lunch so it is the prerogative of Class Teachers and their Curriculum Leaders whether or not to set break and lunch detentions for failure to complete home learning tasks in their subject.

## **Subjects who see pupils several times a week**

It is the prerogative of teachers of subjects where they see pupils several times a week to ask for the work for the next lesson where they may record H in SIMS. However, the Home Learning letter template to parents should not be triggered before one week has elapsed.

## Pupil Planners

The pupil planner is central to their self-regulation and self-organisation and is a core learning resource. As such, pupils are expected to have this with them in every lesson.

Action	Procedure	Parents Informed
CT	<p><b>Stage 1: Pupil does not have Planner during lesson</b></p> <ul style="list-style-type: none"> <li>• CT records P on SIMS</li> <li>• CT gives an <b>extension</b> until next lesson</li> </ul>	NO
CT Tutor	<p><b>Stage 2: Pupil still does not have Planner in subsequent lesson(s)</b></p> <ul style="list-style-type: none"> <li>• CT emails Tutor and copies in CL and HoY</li> <li>• Tutor speaks to pupil to ascertain reason(s) and monitors across all subjects</li> </ul>	NO
Tutor	<p><b>Stage 3: Planner is still not presented in subsequent lesson(s)</b></p> <ul style="list-style-type: none"> <li>• Tutor speaks to pupil and requests administration staff to send a communication using the template in School Comms to parents and copies in CT and HoY.</li> </ul>	YES
HoY	<p><b>Stage 4: Planner is not presented</b></p> <ul style="list-style-type: none"> <li>• Head of Year speaks to pupil and contacts parents to discuss pupil's organisation/self-regulation and appropriate follow up action(s), in liaison with relevant staff eg SENCO, subject specific CT(s), tutor</li> <li>• Head of Year communicates agreed follow up to parents, tutor, class teachers</li> </ul>	YES
HoY	<p><b>Stage 5: No Improvement – pupil refuses to comply</b></p> <ul style="list-style-type: none"> <li>• Head of Year identifies further relevant intervention and monitoring strategy</li> <li>• Head of Year contacts parents to discuss</li> <li>• Pupil issued with a sanction in line with the School Positive Behaviour Policy.</li> </ul>	YES

### Stage 3 School Comms template

*The pupil planner is a core learning resource that is central to home learning and to your son/daughter's development of their organisation and self-regulation skills. Their tutor has been notified that they have failed to have their planner in class on repeated occasions. Thank you for discussing their organisation with them and for ensuring that they bring their planner to school each day. If it is lost and cannot be located, please phone Reception or message the Administration Team to arrange a replacement planner at the cost £4. If you wish to discuss this in further detail, please contact your child's tutor.*