



Callington Community  
College

# Home Learning Policy

July 2025

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1. Authorised by CCC Governors	12.12.2021	
2. M Inger	January 2022	
3. Kate Lamb	September 2023	
4. Amendment to frequency of Sparx Kate Lamb	January 2024	January 2025
5. Kate Lamb	July 2025	July 2026

# Every child should be known, supported, and valued through life-long learning.

Home Learning is an invaluable opportunity for pupils to continue their learning outside the timetabled curriculum and is an important element in the 'Ambitious' aspect of the Callington Community College ethos. When Home Learning tasks are set and completed effectively, it becomes a crucial way of raising standards in achievement and encouraging our students to develop a positive attitude to their learning that they will carry with them for the rest of their lives.

We want our learners to have well-developed independent study skills, to take pride in and responsibility for their learning and have the resilience and resourcefulness to overcome problems so that they are successful and aspirant learners. Home Learning is therefore an integral part of learning for all Callington Community College students and serves to strengthen our pursuit for restless excellence.

Research shows that Home Learning has a positive impact on pupil progress as it will:

- Help students to consolidate their learning through the independent practice of skills and through knowledge retrieval.
- Allow pupils to prepare for future lessons, important assessments and exams.
- Give students the opportunity, support, and guidance to further research the subjects and topics they are interested in.
- Build independent learning skills through the development of self-regulation and good organisation.
- Give parents the opportunity to see what their child is learning and get involved in supporting their child in their learning.
- Provide an avenue for constructive and purposeful home-school communication

### The Role of Teachers

- Plan Home Learning so that it is an integral part of their curriculum planning.
- Set appropriate tasks with clearly defined instructions and information/resources needed for the home learning to be completed.
- Develop knowledge, skills and self-regulation in lessons to enable students to complete their home learning.
- Providing feedback and recognition by rewarding students where appropriate for effort, attainment and consistent meeting of deadlines but ultimately hold students to account if home learning is not submitted on time in accordance with college rewards and behaviour policies.
- Maintain a home learning completion record using Class Charts.

### The Role of Students

- Actively monitor the home learning tasks that have been set on Class Charts and record when they have submitted to their teacher.
- Ask for help if it is not clear to them what to do.
- Approach their home learning with C.A.R.E., showing effort, diligence and pride.
- Submit their home learning on time and in good presentational order.

### The Role of Parents and Carers

We recognise that getting the best out of every student is a joint effort between the College and home. Many parents/carers ask what they can do to help support their child's home learning. Below are a few suggestions of what parents/carers can do to help their child:

- Check they are organised for school and home learning.
- Provide a reasonably peaceful, suitable place where their child can do their home learning (alone, or with the support of an adult).
- Make it clear that home learning is valuable and support the College in explaining how it can support learning.
- Encourage and praise their child as they complete their Home Learning and check that Home Learning has been completed.
- Encourage their child to attend Home Learning Club if they struggle at home.
- Allow their child to take part in decision-making (and to learn that sometimes this means sacrificing fun now, for benefits later).
- Check Class Charts daily
- Use Class Charts to check that home learning has been completed
- Plan a balanced life (study, fun, other commitments).

## Inclusion

All students should be able to access and benefit from Home Learning. It is the responsibility of subject teachers to plan accessible and inclusive home learning tasks which move learning forward for all students.

Subject teachers are expected to know their students and how to meet their individual needs by using ILPs; they should work closely with colleagues in the SEND Department and with parents where appropriate to develop tasks and routines which support students and to ensure that students with SEND are successful.

Teachers should make reasonable adjustments for students who are unable to complete home learning tasks and should endeavour to support students to complete tasks in a way which aligns with their normal way of working (for example, use of a laptop or ample time for the hand-in deadline).

Home Learning Club will be available to support students with SEND in their completion of home learning tasks. Students are welcome to attend any session.

## SETTING AND PROGRESSION OF HOME LEARNING

For all students in the College, **homework will always be set via Class Charts**, even if this is linked to another web resource. More information and links to Class Charts can be found on the College website.

### **Years 7-9**

Home learning will be set once a week or once a fortnight, allowing, in all subjects, at least two days for completion before the scheduled hand-in deadline. Home learning tasks should total around 30 minutes per task, with the exception of Sparx, which will roughly equate to 60 minutes per task.

#### **Subjects which see classes once or twice per week:**

One task for every 2-3 hours of lessons

#### **Subjects which see classes once per fortnight:**

One task every half term

#### **Core subjects (6-8 lessons per fortnight):**

One task per week

***PSHE, Belief & Ethics and Core PE do not set home learning***

### **Years 10-11**

Students will be set a minimum of one home learning task per week per subject, and normal submission deadlines follow at least two days later. Home learning tasks should total around 40 minutes per subject, per week (for GCSE Sciences tasks will total 25 minutes each for Biology, Chemistry and Physics) with the exception of Sparx, which will roughly equate to 60 minutes per task.

***PSHE, Belief & Ethics and Core PE are not to set home learning***

### **Years 12-13**

Post-16 students will be required to manage their own time and will be issued deadlines within which to complete their work. They will be responsible for their own workload and will be expected to apportion their own time to complete tasks to or ahead of deadlines. Home Learning tasks should total one hour per week. Additionally, for every hour taught, students should complete one hour of independent study. This can be directed by teaching staff as appropriate.

## HOME LEARNING ACTIVITIES

Home Learning is most effective when tasks are linked to classroom work and when students receive feedback on their work.

Practice and preparation tasks have the most positive impact on learning; therefore, home learning tasks should be centred around:

- practising previously learned content
- consolidating current learning
- preparing for future learning

Teachers should consider interleaving and spaced practice when planning home learning so that they can distribute the content of home learning tasks. Independent extension beyond current or future lesson content should be avoided as this can lead to the development and reinforcement of misconceptions.

Type of Home Learning Task	Explanation	Example
<b>Practice</b>	Questions, exercises or tasks that directly relate to content that has already been taught	Exam-style questions; past papers; low-stakes tests; short or long answer questions; extended writing
<b>Consolidation</b>	Questions, exercises or tasks that directly relate to the most recent content (i.e. most recent lesson)	Exam-style questions; past papers; low-stakes tests; making models; short or long answer questions; extended writing
<b>Preparation</b>	Preparing for an upcoming lesson or series of lessons	Reading texts before a lesson; researching key information; learning key vocabulary/spellings prior to using it in a lesson; preparation for an extended writing task.

When setting home learning tasks, teachers must ensure that they have taught the knowledge and supported the development of the skills students will need to complete assignments successfully. They should also make sure that students understand the purpose of each home learning task (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area)

## WORKLOAD

Teachers should be mindful of their workload, and that of everyone in their team.

As **often as possible**, teachers should set homework that is:

- Self-marking
- Peer-assessed

- Self-assessed
- Planned into the lesson to support learning

## MONITORING HOME LEARNING

All teachers **must** remember to **record 'Effortful Home Learning' / 'Homework Issue' using Class Charts.**

### Support

A daily supervised **Home Learning Club** is available to all students. This runs every day for an hour after school in the library. (Fridays until 3.30pm) The library is also open from 8.15am-8.25am, break 1 and break 2 for students to research, use computers and read. The library allows students to access a quiet and focused environment and support with their organisation and approach to home learning tasks. Students may choose when they attend home learning club, or they may be advised to attend by a member of staff or their parent/carer. In cases where students are persistently struggling to complete their home learning tasks, they will be required to attend the Home Learning Club for a set period of time for supervised home learning support. Regular communication between teachers, HoY, parents/carers and the SEND team will ensure students receive the level of support they need.

Students can ask for help with their home learning by emailing their teacher, asking for help in a lesson, or by seeking out their teacher for support during break or lunch time.

### Rewards and Recognition

Students will be recognised and rewarded for putting high levels of effort into home learning tasks through:

- Work being displayed and shared in class
- Positive comments and feedback
- Awarding 'effortful home learning' on Class Charts
- Phone calls home to parents/carers where appropriate

### Sanctions

Completing home learning is NOT an option. We expect **all** students to complete **all** tasks set. Teachers can request that a student stays in at breaktime to complete their homework for up to 15 minutes. If it is still not complete, it should be finished at home and returned to the teacher the following day. Class Charts will be monitored by the College Leadership Team and will alert parents of repeated failure to complete home learning.

We would hope that no student would ever be in a position where this happened repeatedly. In extreme situations, where a child is repeatedly and regularly failing to complete home learning, parents and the student will be required to attend a home learning consultation to get to the root of the problem. This might include a strategy where the student loses social time during the school day to complete missed tasks, or compulsory attendance at after school home learning club.

## MONITORING AND EVALUATION

This policy will be due to be reviewed in 1 year or earlier if legislation or practice should change significantly in the meantime.