



CANSFIELD
ACHIEVING EXCELLENCE TOGETHER

Home Learning Policy

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1. Principles

Excellence Standard Strand: *Teachers provide meaningful home learning that reinforces classroom learning, encourages independent thinking, and helps students apply their knowledge effectively.*

At Cansfield High School, we recognise the integral role home learning plays in supporting students' academic progress, developing resilience, and fostering independent learning habits. Our home learning approach is evidence-informed, systematic, and built upon our broader curriculum and assessment intent. We aim to ensure that all students engage in meaningful tasks that deepen understanding, reinforce classroom content, and encourage personal ownership of their learning journey.

Home learning at Cansfield is not an isolated activity - it is a strategic extension of in-class learning. It is designed to build students' disciplinary knowledge, retrieval fluency, and metacognitive confidence. Across both Key Stage 3 and Key Stage 4, students are supported to develop the skills necessary to manage their own workload, reflect on their progress, and prepare for success in high-stakes assessments.

Why it matters

Research from the Education Endowment Foundation (EEF) demonstrates that well-designed and consistently implemented homework at the secondary level can contribute to an average of five additional months' progress. The impact is significantly greater when tasks are clearly linked to curriculum objectives and support retrieval practice.

Rosenshine's Principles of Instruction highlight the importance of daily, weekly, and monthly review and practice - cornerstones of our home learning strategy. Furthermore, cognitive science research (e.g. Roediger & Karpicke) emphasises the role of spaced retrieval, elaboration, and metacognition in embedding long-term learning.

What this looks like in practice

- Knowledge Organisers are central to our home learning approach, providing students with accessible, curriculum-aligned overviews of key content and vocabulary for each subject. These are used to guide revision and home learning tasks throughout the year.
- All students are expected to access and use their Knowledge Organisers at home as part of structured homework tasks. These are provided both in hard copy and via Google Classroom.
- Platforms such as Sparx Maths and Reading Plus are used at Key Stage 3 to build fluency and independence in core subjects.
- Subject teachers explicitly model revision strategies such as Read, Cover, Write, Check, flashcards, and mind mapping, ensuring students know how to study effectively.
- Students who miss tasks or require further support attend the Reflect and Improve Club, a structured intervention designed to address gaps and rebuild learning routines.
- A rewards system recognises and celebrates engagement with home learning, including awards such as:
 - *Home Learning Champion*
 - *Mountain Climber Award* (KS3 revision)
 - *Reflect and Improve Club Member*

Our principles ensure that home learning is purposeful, inclusive, and embedded in our school culture - preparing all students for academic success and lifelong learning.

2. Aims of the Home Learning Policy

The Home Learning Policy at Cansfield High School aims to promote a coherent, inclusive, and evidence-informed approach to independent study that benefits all learners across Key Stage 3 and Key Stage 4.

The specific aims are to:

- **Personalise and differentiate home learning** to accommodate a wide range of learning needs, ensuring that all students have equitable access to independent study and revision opportunities.
- **Develop self-regulated learners** by equipping students with essential skills for independent learning, including time management, organisational habits, resilience, and metacognitive reflection.
- **Reinforce curriculum content** through structured retrieval practice and revision activities that consolidate what has been taught in lessons and support memory retention.
- **Challenge and extend learning**, encouraging students to think critically, reflect on their understanding, and engage in deeper exploration beyond the classroom.
- **Establish school-wide consistency** in expectations, structures, and platforms (e.g. Google Classroom, Class Charts, Sparx Maths, Reading Plus), enabling students and families to navigate home learning with confidence.
- **Embed evidence-informed revision strategies** such as RCWC, Flashcards and Mind Mapping, and dual coding to ensure that students develop effective and sustainable study habits.
- **Build strong home-school partnerships** by increasing parental visibility of the curriculum and empowering families with tools, platforms, and strategies to support learning at home.
- **Reduce reliance on last-minute revision** by cultivating purposeful and proactive learning routines from Key Stage 3 onwards.
- **Promote academic aspiration and ownership**, enabling students to take control of their progress and reflect regularly on how they learn best.
- **Ensure clear alignment with curriculum and assessment**, so that home learning tasks directly support long-term planning, departmental intent, and the demands of Key Stage 4 assessment frameworks.

3. Key Stage 3 Home Learning

At Key Stage 3, our home learning approach is designed to establish strong foundations for independent learning, critical thinking, and disciplinary understanding. By integrating digital platforms, structured revision routines, and retrieval practice, we aim to ensure all students develop the habits of effective learners from the earliest stage of their secondary education.

3.1 Core Subjects: English and Mathematics

Frequency and Platforms:

Students will receive fortnightly home learning in English and Mathematics.

These will be delivered via:

- **Reading Plus** (English): Supports reading fluency, comprehension, and vocabulary development.
- **Sparx Maths** (Maths): Personalised, mastery-based learning pathway aligned with the KS3 curriculum.

Expectations:

Tasks should take approximately 30 minutes per subject, encouraging focused and independent completion. Teachers must monitor student engagement through each platform's dashboard.

Monitoring and Intervention:

Non-completion results in a Homework Strike logged on Class Charts. After two strikes, students are required to attend the Reflect and Improve Club to complete missed work and rebuild routines.

Reflect and Improve Club:

Held weekly and supervised by the SLT link for each year group:

- **Monday:** Year 9
- **Tuesday:** Year 8
- **Wednesday:** Year 7

Designed to support accountability, reinforce positive learning behaviours, and provide targeted guidance for those falling behind.

Recognition:

Students who consistently engage will be eligible for:

- **Home Learning Champion** – for completing home learning activities.
- **Mountain Climber Award** – For consistently completing home learning activities (Badges).
- **Reflect and Improve Club Member** – for students demonstrating commitment to improvement by voluntary attending R&I Club

3.2 Non-Core Subjects

Frequency and Structure:

Non-core subjects are not required to set homework fortnightly. Instead, they issue targeted revision homework in advance of departmental Cansfield Checks. These low-stakes assessments take place on a half-termly basis and are designed to check for retention, curriculum progression, and misconceptions.

Content and Strategy:

Revision homework must align with the subject's Knowledge Organiser. Tasks must use one or more of the following evidence-informed revision strategies:

- **Read, Cover, Write, Check (RCWC)**
- **Mind Mapping**
- **Flashcards**

Students must be shown in class how to complete these techniques effectively, with samples shared on Google Classroom and form time activities.

R&I Study Skills Programme - Form time - Year Overview

As part of our commitment to developing effective study habits and independent learners, the following structured programme of activities is delivered through Form Time across the academic year.

Each half term focuses on a specific strategy aligned with evidence-informed practice to support student wellbeing, organisation, and academic achievement.

Term	Strategy	Description
Term 1.1	Healthy Habits	Mapping out of journey of school, sleep, eating well, revision timetables, organisation.
Term 1.2	How to revise in each subject	Resources for revision in core and non-core subjects.
Term 2.1	Read, Cover, Write, Check (RCWC)	Students actively retrieve and review content to build memory.
Term 2.2	Mind Maps	Students visually map key ideas, showing relationships and structure.
Term 3.1	Flashcards	Students create and use flashcards to support spaced retrieval and recall.
Term 3.2	AI Mentoring	Using AI tools to compliment revision / homework

The R&I Study Skills Programme is designed to build study habits progressively across the year, beginning with personal organisation and culminating in advanced revision and independent learning techniques.

Motivation and Rewards:

Positive reinforcement is tracked through Class Charts. Students demonstrating effort and consistency may be awarded:

- **Home Learning Champion** – for high-quality revision materials submitted
- **Mountain Climber Award** – for sustained commitment to revision across multiple terms
- **Reflect and Improve Club Member** – attending R&I Club on a voluntary basis acquiring points for each session. Each point equals one ticket into a half termly prize draw.

3.3 Supporting Learning Culture at KS3

Why it matters:

Early exposure to revision strategies builds self-efficacy and metacognitive awareness. Familiarisation with Google Classroom, independent retrieval practice, and Knowledge Organisers prepares students for Key Stage 4 expectations.

Parent Engagement:

Regular updates on completion and effort are shared via Class Charts / emails home
Termly parent communication includes:

- Access codes to Reading Plus and Sparx Maths
- Guidance for supporting home learning
- Awareness of Reflect and Improve Club procedures

3.4 Quality Assurance and Roles

Middle Leaders are responsible for:

- Ensuring tasks are appropriate, scaffolded, and aligned with Knowledge Organisers.
- Modelling revision strategies during lessons and monitoring impact.

SLT conduct:

- Dip Dives into Google Classroom content and student submissions.
- Weekly analysis of Class Charts data to track engagement and improvement.
- Termly Learning Walks will review how home learning expectations are being communicated in lessons and tutor time.

4 Key Stage 4 Home Learning

At Key Stage 4, home learning serves as a key component of curriculum mastery, exam readiness, and independent study habits. Our approach ensures that all students are exposed to regular, meaningful, and high-challenge tasks that extend their understanding and prepare them for summative assessments.

4.4 Structure and Expectations

Frequency:

Each subject must set one substantive homework task every fortnight, personalised to curriculum intent, gaps in knowledge, and forthcoming assessments.

Types of Tasks:

- Retrieval quizzes and revision tasks (e.g. flashcards, RCWC)
- Practice papers and exam-style questions
- Annotated reading, essay planning, or extended writing
- Engagement with educational media (e.g. Seneca, BBC Bitesize, podcasts, YouTube tutorials, PiXL resources)
- Subject-specific AI-supported mentoring tasks

Time Commitment:

- Each task should take 30–45 minutes, depending on the nature of the subject.

4.5 Setting, Submission, and Access

Google Classroom is the sole platform for:

- Posting tasks, deadlines, and supporting materials
- Providing model responses, scaffolds, and Knowledge Organisers

Tasks should:

- Be clearly explained and chunked for accessibility
- Include success criteria or exemplars
- Be adaptable for SEND learners where needed

4.6 Monitoring, Behaviour, and Intervention

Homework Strike System:

- Missed or incomplete home learning results in a Homework Strike logged on Class Charts.
- Upon the second strike, students are required to attend the Reflect and Improve Club, led by their SLT Year Link.

Reflect and Improve Club (KS4):

Held daily afterschool and focused on:

- Completing missed homework
- Revisiting revision techniques
- Regaining learning momentum
- Designed as a supportive, not punitive, intervention.

Recognition and Awards:

Branded rewards for engagement and effort:

- **Home Learning Champion** – for excellent commitment across multiple subjects
- **Reflect and Improve Club Member** – for students who turn around engagement following intervention

4.7 Quality Assurance

SLT Weekly QA:

- SLT Year Links are responsible for checking that homework is being set on Google Classroom.
- This includes frequency, clarity, and consistency across subjects.

Subject QA:

- Middle Leaders ensure that all tasks reflect curriculum intent, GCSE specification demands, and tier-specific needs.
- Subject are encouraged to use shared drives with standardised resources, templates, and banked tasks.

Tracking and Parent Communication:

A half-termly Excel-based tracking spreadsheet is shared with students and families showing:

- Subject codes
- Links to Google Classrooms
- Helps to build transparency, independence, and family involvement.

4.8 Feedback and Progress

Teachers should:

- Provide timely, actionable feedback on extended tasks and revision submissions.
- Use whole-class feedback where appropriate.
- Re-teach misconceptions where needed.

Feedback must:

- Support students in making tangible improvements
- Reinforce exam-readiness through modelling and clarification

5 Roles and Responsibilities

5.1 Governors

- To ensure the effective and rigorous implementation and monitoring of the home learning policy.

5.2 Senior Leadership Team

- To establish a clear vision for home learning at Cansfield High School.
- To lead the creation and implementation of a strategic plan for home learning.
- To provide appropriate support and resources to subject areas, and individual staff members.
- To monitor, assess, and evaluate the delivery and impact of the home learning policy.
- To regularly review and update the policy based on ongoing developments and the evolving needs and priorities of the school.

5.3 Middle Leaders and other subject TLR holders

- To be responsible for the coordination / development of Knowledge Organisers for every year group for each half term.
- To quality assure Knowledge Organisers to ensure that they are ready for printing and distribution.
- To ensure that students are equipped with the skills and knowledge to use Knowledge Organisers effectively and a clear strategy of how teachers will encourage and guide students to use Knowledge Organisers is set out
- To ensure that google classrooms are set up for all classes and all students are added
- To decide on how google classroom will be utilised at Key Stage 4 and ensure that a consistent approach is taken across the subject and a clear policy is in place and shared with all teaching staff.
- To quality assure the task setting for Key Stage 3 and Key Stage 4 home learning tasks
- To monitor and evaluate consistent delivery of the policy at Subject and subject level.
- To provide appropriate support to team members by providing training materials or advice and guidance.

5.4 Teaching Staff

- To contribute to the design and production of Knowledge Organisers as instructed by their Head of Subject.
- To ensure that google classroom is set up for all of their classes and that all students on class registers are added.
- To ensure that students are equipped with the skills and knowledge to use Knowledge Organisers effectively (following subject guidance).
- To ensure that google classroom platforms have adequate materials to support students (in line with school and subject policies).
- To ensure that Key Stage 3 and 4 fortnightly tasks are set in line with subject approaches.
- At Key Stage 4 provide feedback to completed home learning tasks when required.

5.5 All Staff

- To be aware of the principles of the policy and how they can contribute to it.

5.6 Students

- To engage positively with home learning to enable staff to implement the policy effectively.
- To complete fortnightly tasks as per subject policy.

5.7 Parents / Carers

- To support the policy of the school by providing support for students at home, allowing them to continue to develop their learning effectively.

6. Expectations

This section of the policy outlines our commitment to providing students at Cansfield High School with an engaging and challenging home learning programme. To achieve this, it is essential that we have a shared understanding of what makes home learning both engaging and challenging.

An engaging home learning programme will:

- Feature well-presented, purposeful materials that are accessible to all students.
- Ensure a variety of materials are available on Google Classroom for easy access.

A challenging home learning programme will:

- Provide clear guidance on how students can use and interact with Knowledge Organisers.
- Ensure that Key Stage 3 tasks are purposeful and meaningful.
- Ensure that Key Stage 4 tasks are demanding and directly linked to course specifications.
- Offer feedback on Key Stage 4 tasks to support improvement and progress.

7. Evaluation and Monitoring

Middle leaders, senior leaders, and Middle Leaders will be responsible for monitoring and reviewing the quality of materials on Google Classroom, the Knowledge Organisers, and the overall home learning tasks through the following methods:

- Conducting quality assurance checks of Knowledge Organisers before they are uploaded to the school website and google classroom.
- Carrying out learning walks to ensure staff are effectively explaining how to use Knowledge Organisers at key points throughout the year.
- Performing "dip dives" into Google Classroom to assess the quality of materials and ensure consistency across the subject area.
- Gathering feedback from staff, students, and parents through surveys or discussions.
- Undertaking deep dives to thoroughly evaluate the impact and quality of home learning provision.

The outcomes of monitoring and reviews will be shared with staff in an open, constructive, and professional manner. If the standards of home learning provision fall below expectations, appropriate support will be provided to help improve practice. Further monitoring and evaluation will then take place as needed to ensure continued progress and adherence to standards.

8. Quality Assurance

A robust quality assurance (QA) system underpins the effective implementation of the Home Learning Policy at Cansfield High School. The QA process is designed to ensure that all home learning tasks are meaningful, curriculum-aligned, and consistently delivered across all subject areas. It also ensures that expectations are clearly communicated to students and families, and that staff are supported to refine their practice through regular feedback and monitoring.

8.1 Aims of the Quality Assurance Process

The QA process seeks to:

- Ensure that home learning tasks are high quality, accessible, and aligned with curriculum intent and assessment demands.
- Promote consistency across departments in frequency, format, and expectations.
- Identify examples of good practice to share across the school.
- Monitor levels of student engagement and ensure appropriate interventions are in place where needed.
- Ensure that knowledge organisers are accurate, well-presented, and used effectively by both staff and students.
- Provide targeted support and CPD where inconsistency or underperformance is identified.

8.2 Key Quality Assurance Activities

QA Activity	Responsibility	Frequency	Focus
Google Classroom Dip Dives	SLT Year Links / SLT Teaching & Learning	Weekly	Check consistency, clarity of instructions, quality of resources.
Learning Walks	SLT & Middle Leaders	Termly	Observe modelling of home learning strategies, student engagement.
Class Charts Analysis	SLT Year Links	Weekly	Track Homework Strikes, identify patterns of disengagement.
Knowledge Organiser QA	Middle Leaders / SLT Curriculum	Prior to each half term	Review for curriculum accuracy, accessibility, and alignment with tasks.
Task Sampling	SLT & Subject Leaders	Half-termly	Review student submissions for rigour, challenge, and differentiation.
Parent and Student Feedback	SLT & Pastoral Team	Termly	Use surveys or parent forums to assess accessibility and effectiveness.
Teacher Feedback and Review	Subject Leaders	Ongoing	Provide coaching and resource-sharing opportunities across teams.

9. Supporting Evidence Base

Education Endowment Foundation (EEF) Teaching and Learning Toolkit:

- *Homework (Secondary)*: Demonstrates +5 months' average progress when homework is structured and aligned with curriculum.

EEF (2018) Metacognition and Self-Regulated Learning:

- Emphasises explicitly teaching pupils how to plan, monitor, and evaluate learning strategies.

Rosenshine, B. (2012) Principles of Instruction:

- Underlines the value of frequent review, scaffolding, and guided practice—strategies central to effective homework.

Cognitive Science Research (Roediger & Karpicke; Dunlosky et al.):

- Supports the use of retrieval practice, spaced learning, dual coding, and elaboration to support long-term memory retention.

EEF Implementation Guidance:

- Highlights the importance of whole-school consistency, leadership modelling, and systems to support quality assurance and accountability.