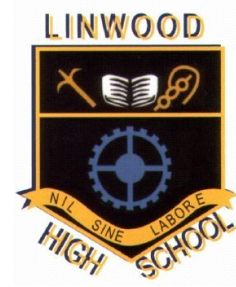
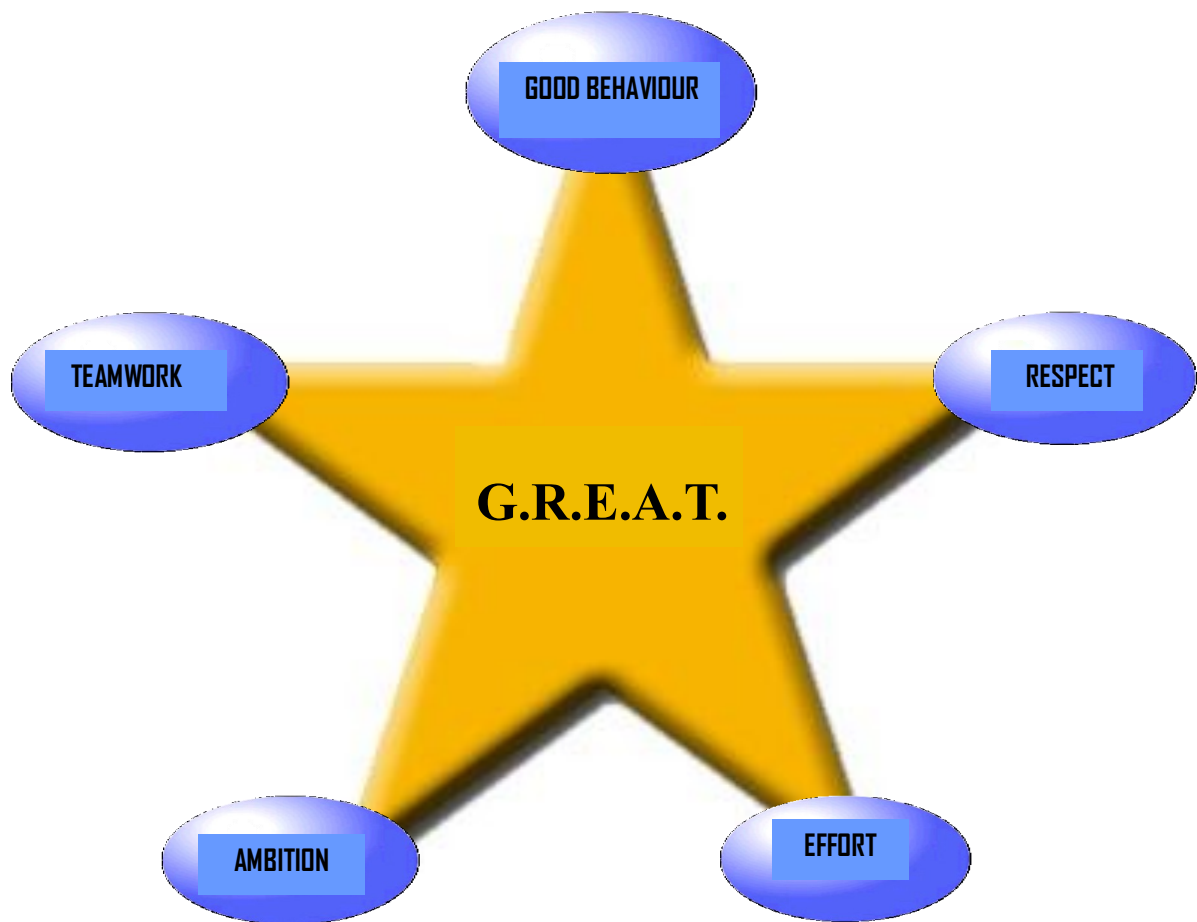


# *Learning at Home Policy and Procedures* *Policy and Procedures*



## Linwood High School



### Contents

<i>Section</i> 1	<i>Introduction</i>	6	<i>Procedures for Carrying out Learning at Home Activities</i>
2	<i>Rationale</i>	7	<i>Roles and responsibilities</i>
3	<i>Learning at Home Activities</i>	8	<i>Supporting Completion of Learning at Home Activities</i>
4	<i>Learning at Home Resources</i>	9	<i>Quality Assurance and Moderation</i>
5	<i>Enhancing Learning at Home</i>	10	<i>Impact of the policy</i>

## 1. Introduction

Learning at Home should be meaningful and recognisable as integral to or an extension of learning and teaching. It supports and supplements activities and lessons learners experience within and outwith the school environment, in addition to including parents and carers in the learning and teaching process.

## 2. Rationale

Learning at Home should promote a positive approach to learning and teaching by allowing learners and parents/carers to share knowledge and experience in activities designed to reflect learners' current studies within and outwith school.

Learning at Home gives teachers scope to reinforce learning and teaching targets achieved in school by providing learners with familiar yet challenging activities to consolidate learning.

Learning at Home encourages parents/carers to adopt a supportive, consultative role in Learning at Home by assisting in the learners' time management and checking that learners are confident with Home Learning activities.

## 3. Learning at Home Activities

These should be concurrent with school activities and focus on a skill (or skills) involved, such as: planning, analysing, evaluating, problem solving and working with others.

Activities should be such that parents/carers can be involved as comprehensively as possible, particularly via diary/planners. These are the prime communication link between school and home, providing opportunity for dialogue, monitoring and tracking, progress and target setting.

The diary planner will also support time management skills and Learning at Home activities will be intimated in sufficient time for their completion to a high standard.

## **4. Learning at Home Resources**

These should be accessible to all learners and should not preclude any learner from completing learning at home activities to their highest standard. Learners should feel free to access a wide variety of resources, including school, family and community.

Where possible, the school will provide its resources for learning at home. A variety of multimedia facilities will be utilised and the school's website will be a key feature in this.

Access to the website will always be available after the end of the school day.

## **5. Enhancing Learning at Home**

Learners should be encouraged to ensure that activities undertaken outwith school are regarded as learning at home achievements. This can take the form of, for example, sport, community initiatives, membership of organisations and other qualifications such as The Duke of Edinburgh Award.

Such activities are highly valued and are recognised and rewarded in Linwood High School.

## **6. Procedures for Carrying out Learning at Home Activities**

Learners should note all learning at home in diary planners and advise parents/carers accordingly. Teachers should ensure that learners have access to all required resources, including differentiated materials.

Time allocated for activities should follow in principle the following:

<b>Year</b>	<b>Time Overall</b>	<b>Per Subject</b>
S1/S2	Up to 1 hour	Up to 30 minutes
S3/S4	Up to 1 1/2 hours	Up to 45 minutes
S5/S6	Up to 2 hours	Up to 1 hour

## **7. Roles and Responsibilities**

### **Learners**

Bring diary/planner to school daily and note all learning at home activities

Involve parents/carers in home activities wherever possible

Complete activities on time and as well as possible

Learn from teacher comments and ask if anything is unclear

Remember that Pastoral Care teachers can provide support if necessary

Keep profile updated with all achievements within and outwith school

### **Teachers**

Ensure activities are relevant, understood and matched to learners' abilities

Check learners' work and advise constructively of successes and next steps

Evaluate and review learning at home activities and record their issue

Take account of learner workload issues, setting realistic targets and deadlines

Involve parents/carers in home activities wherever possible-

provide home activities information on school website and give useful web addresses

### **Parents/Carers**

Check diary/planner daily if possible and encourage time management routines

Continue to work as partners in learning at home

Offer encouragement, support and advice

Make contact with school should circumstances prevent or affect learning at home

### **Principal Teachers Subject/Faculty**

Regularly monitor learning at home activities for purpose and relevance

Provide help, support and advice to learners, staff and parents/carers

Ensure staff have the opportunity to review and revise learning at home activities

Include parents/carers in review and auditing procedures

### **Pastoral Care Staff**

Issue and advise learners on most effective use of diary/planners

Keep regular contact with learners and parents/carers

Support learners and parents/carers should adverse circumstances affect learning at home

Advise staff as appropriate of any adverse circumstances affecting learning at home

### **Senior Management Team**

Ensure supports are in place to facilitate successful learning at home experiences

Consult learners, staff and parents/carers about the success of learning at home

Encourage the practice of carrying out relevant and meaningful home activities

Monitor consistency of approach to learning at home principles and practices

## 8. Supporting Completion of Learning at Home Activities

Learners are encouraged to complete home learning activities in good time.

Should date(s) not be met, one further opportunity should be given to submit work.

The following applies if second deadline missed:

### **Class Teacher**

Issue letter (App 1) detailing learning at home activity missed

No further action if assignment returned completed and signed by parent/carer

Otherwise, tear-off slip to Principal Teacher

### **Principal Teacher** (on receipt of tear-off slip)

Interview learner and use discretion to offer one further opportunity to submit work

If concerns remain, complete form (App 2) to alert Pastoral Care

### **PTs Pastoral Care**

Interview learner to ascertain learner concerns

Offer, depending on circumstances, a final opportunity to submit work

Contact parent/carer to share home learning information

Communicate, with relevant staff, any issues with learners

If appropriate make alternative arrangements for completion of the work

## 9. Quality Assurance and Moderation

Effective Quality Assurance and Moderation must be based on building trust and confidence in all stakeholders as they achieve consistency and success in meeting standards and expectations:

Highlight the benefits of relevant learning at home activities

Apply consistency and understanding of the nature and relevance of learning at home

Ensure that any learning at home is integral and purposeful to learning and teaching

Encourage a wide variety of learning and teaching methodologies and platforms

Communicate regularly with all stakeholders regarding the success of the policy

## 10. Impact of the policy

In developing and implementing this policy it is expected that:

Learners' achievements and attainment will be enriched and recognised

Learning and teaching will be enhanced through the broadening of learners' home learning experiences

Parents/carers will engage meaningfully in the learning at home experience

Consistency of approach will be significant and obvious