

Rugby Free Secondary School - Home Learning Policy (September 2026)

Curriculum Vision:

We intend to provide a broad, inclusive and ambitious curriculum that empowers our students to make both academic and personal progress. As a school with a diverse demographic, our aim is to ensure that all students achieve an excellent standard of education that not only prepares them for GCSE and A Level examinations, but ensures they are 'set for life' beyond the gates of Rugby Free Secondary School. As a consequence, all of our work is underpinned by our core values of: Kindness, Respect, Curiosity, Resilience, Collaboration and Endeavour.

Why We Value Home Learning:

Our students benefit greatly from the mutual support of parents/carers and teachers in encouraging them to learn both at home and at school. By valuing home learning, students are afforded the chance to practice skills, consolidate understanding of work covered in the classroom, and to widen their own interests. Moreover, developing good study habits provides an opportunity for students to develop self-discipline, independence and the ability to take responsibility for their own learning.

Rationale:

We believe that education is a life-long process. A child's education does not cease when they leave our school building; home learning is an essential part of good education.

Home learning is any work or activity completed outside of lesson time, either alone, with parents / carers, or others, which helps to make an important contribution to progress at school.

We see the purposes of home learning as being to:

- Develop an effective partnership between school and parents/carers for each child's education, as children achieve more when teachers and parents/carers collaborate
- Consolidate, reinforce skills and reinforce understanding of work that has been undertaken
- Utilise resources for learning available at home
- Extend school learning that is linked to what is being taught in the classroom
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond,
- Provide opportunities for parents/carers and student to work together to share learning experiences

Types of Home Learning:

During their time in school, students will be set a wide variety of home learning tasks.

Home Learning tasks fall into one of the five following categories:

- Lesson Preparation Task
- Practise Task
- Revision Task
- Project
- Reading for Pleasure

Home Learning Expectations:

It is the expectation that all students will at least attempt to complete homework tasks to the best of their ability. If students need support to access these activities, then they are invited to attend the after-school homework club, or the lunch-time drop-in homework club, led by staff, where ICT and stationery will be readily available.

Dates for handing homework in are always made explicit by the class teacher. Students are expected to complete homework to the same high standards insisted on in class e.g. neat handwriting, accurate use of full stops and capital letters etc.

The following expectations relate to teachers and/or students:

- All homework will be set on Classcharts
- There will be recognition that the student has completed the Home Learning task
- Home Learning tasks will fit into one of the five types of Home Learning categories outlined above
- A positive point will be given for students who complete their home learning task

Helping at Home:

There are several ways in which you can show your child that you value their home learning and the time and effort spent completing it. As a school we hope that you will find this guidance helpful in supporting your child fully with their home learning.

You can show you value your child's homework by:

- Providing a suitable place in which your child can do their home learning
- Ensure there are no distractions of television, other family members and pets
- Making it clear to your child that you value home learning and support the school in explaining how it can help learning
- Encouraging your child and praising them when they have completed work set
- Checking your child spends a suitable amount of time on home learning
- Share with school any issues arising from home learning

Frequency of Home Learning Setting:

A visual table of the frequency guide can be found below:

	Regularity of Home Learning per subject	Recommended time for Home Learning for each subject
Key Stage 3	<i>Core Subjects – 1 per week All Other Subjects – 1 per fortnight</i>	<i>20 minutes</i>
Key Stage 4	<i>Core Subjects – 1 per week All Other Subjects – 1 per fortnight</i>	<i>30 minutes</i>
	Recommended time for Independent Learning for each subject (exam board guidance)	
Key Stage 5	<i>All Subjects per fortnight</i>	<i>10 hours</i>

Core Subjects: English, Maths and Science.

Where possible, a 5 day-gap (including weekends) between home learning setting and home learning submission will occur. This may not always be the case, depending on sequences of lessons and timetabling.

Inclusion and Home Learning:

All home learning set will be appropriate to the ability of the student. For students on the SEND register, tasks set will be adapted as and when required to meet individual needs. The cultural diversity of our students and their families is valued and is considered when home learning tasks are set for students.

How Home Learning Will Be Utilised:

There is no expectation for teachers to mark home learning in the same way they are expected to mark exercise books and assessments.

Feedback needs to be given promptly and may be given in a variety of ways:

- Verbal response from teachers
- Class discussion
- Tests e.g. Spellings or tables
- Self-Assessment
- Peer Assessment
- Presentation of work in class
- Utilised within a SET for Learning activity

Rewards & Consequences:

Teachers will focus on celebrating and rewarding home learning effort and progress through:

- Verbal praise

- Awarding reward points on Class Charts for all submissions on time
- Telephone call to parents/carers in special circumstances

For students who have not completed their home learning to the required standard or who have failed to submit the home learning by the set deadline, these students will be issued with a centralised detention for the following lunchtime. This should be communicated clearly to all stakeholders.

Monitoring & Review:

The Deputy Headteacher (Quality of Education) and the Assistant Headteacher (responsible for Home Learning) are responsible for coordinating and monitoring the implementation of this policy, with support from Directors of Learning and Subject Leads. This policy will be reviewed in accordance with the School's policy review programme.