

HOME LEARNING POLICY

Date of Last Review – September 2025

Review Frequency – 1 Year

Review Date – September 2026

Person responsible for the Policy – Assistant Principal Raising Standards KS3

Ratified by Governors – September 2025

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Home learning aims:

All students at Northampton Academy understand the importance of engaging with their home studies and they complete all home learning because they want to and not because they are told too.

Important messages to key stakeholders

Students: Home learning is just as important as learning within the classroom. It is proven that those who engage with their studies at home will secure improved academic outcomes & character development

Parents: We ask that parents support children at home with their home learning. We ask that parents monitor Satchel:one and talk to their child about the home learning each week

Teaching staff: Encourage students to embrace the home learning and complete it on time. Link strong engagement at home with positive outcomes both in terms of academic progress and character development: determination and ambition

2. Frequency of Home Learning:

Students in years 7-9 will receive six pieces of home learning per week and years 10 and 11 will receive seven. All pupils will have seven days to complete this. Each key stage will vary as students transition from KS3 to KS4 as detailed below:

Key Stage 3

Core subjects (Maths, English and Science) Geography, History, Modern Foreign Languages (one piece per subject weekly)

Key Stage 4

Core subjects (Maths, English and Science) Option 1, option 2, option 3 and option 4.

3. Setting and Collecting Home Learning

Home Learning should be set:

- ❖ During the lesson, with adequate time to fully explain the task to students.
- ❖ Setting will appear on <https://www.Satchel:one.co.uk> with submission recorded, and effort graded on this website 1-4 (1-excellent – 4- cause for concern) (although tasks such as spelling tests/online quizzes provide a % score automatically)



- ❖ Students will be given instruction on Satchel:one informing them to either hand in their work in class or online.

What do the www.showmyhomework.co.uk ratings mean?

SMHW Rating	Comment	Criteria
1	Excellent	Completed on time and completed with ambitious standards. This homework goes above and beyond the expectations of the teacher.
2	Good	Completed homework on time to the appropriate standard.
3	Requires Improvement	The homework is incomplete, or the quality is disappointing.
4	Cause for Concern	The homework has barely been attempted.
Red Dot	No homework	The homework has not been brought to lesson (or completed online if that is what was required).

When home learning is collected:

- ❖ It should be reviewed by the teacher for effort, even when in conjunction with peer or self-assessment for quality;
- ❖ If it involves written responses, these should be clearly labelled as home learning in students' books.

Students who:

- ❖ Complete high-quality homework should be rewarded through the Behaviour Watch reward system and through departmental mechanisms. Students may receive a positive phone call home or a home learning praise card from their teacher. Students who have met the engagement criteria will also receive a positive letter home within the half term which praises them for their high engagement with home learning.

Engagement Criteria	KS3	KS4
Student Engaged	3 pieces submitted (60%) or more	4 Pieces submitted (57%) or more

- ❖ Fail to complete home learning across a half term will result in a student having the privilege of home learning removed from them.



What are the sanctions for non-completion of home learning?

Staff will not set a detention for non-completion of home learning.

Instead, parents/carer will receive a withdrawal letter if pupils have completed 0% of home learning across a half term. Once students are banned from completing home learning, they will not be able to access Satchel:one; they will only be reinstated onto Satchel:one once parents/carers have met with a school colleague either via a telephone call or in person. At this stage the student will make an agreement to complete home learning and this will be witnessed by the member of staff and the parent/carer.

Equality Impact Assessment

We have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sex, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership). An EIA needs to consider:

- *Would the change impact differentially on pupils/ staff with protected characteristics? Positively or negatively?*
- *How do I know that?*
- *What could I do to mitigate any differential or negative impact?*
- *Is this still the right thing to do?*

WHAT ARE THE OVERALL AIMS OF THE CHANGE? WHY ARE YOU PROPOSING IT?	The aim of this policy is to provide a framework to ensure that the home learning policy has the procedures and guidelines in place to ensure that all stakeholders are fully supported.
GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES DOES YOUR DATA/ INFORMATION HIGHLIGHT?	Everybody is included within this policy, and all groups are given equality in regard to their needs and provisions.
HOW COULD THE PROPOSED CHANGE IMPACT POSITIVELY/ NEGATIVELY ON GROUPS WITH PROTECTED CHARACTERISTICS?	This has a positive impact on all groups with protected characteristics as they are ensured equal treatment and provision based on their needs. Risk assessments may be carried out to ensure that this is the case and provisions may be altered to accommodate specific needs.
WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY NEGATIVE IMPACT?	No negative impact to having this policy



IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?	No negative impact to having this policy
RECORDING FINAL DECISION	This policy will go to governors for approval

Incorporate any actions identified into overall academy level strategic/ action plans, as appropriate.

