



Millfield School

Name of Policy: Home Learning: A Guide for Parents

At Millfield School, we believe effective home learning is vital for your child's success. It reinforces classroom learning, builds independence, and helps them prepare for assessments and future studies.

Why Home Learning is Important:

- **Reinforces Learning:** Helps knowledge 'stick' from lessons.
- **Builds Skills:** Develops independent study, time management, and research skills.
- **Prepares for Assessments:** Aids in revision and knowledge retention through regular quizzing, while guiding students to use technology and AI ethically to support rather than replace their own learning.
- **Extends Understanding:** Allows for deeper exploration beyond the classroom.

What to Expect & How We Set Home Learning:

- **All Subjects Set Home Learning:** Every subject will set regular and meaningful home learning tasks.
- **Online Platform:** All home learning is set and recorded on **Synergy**, providing clear instructions and deadlines. We encourage you to check Synergy regularly with your child.
- **Time Guidelines (Approximate):**
 - **KS3 (Y7-9):** Approx. 30 mins per subject, totalling 45 mins – 1 hour per evening.
 - **KS4 (Y10-11):** Approx. 45 mins per subject, totalling 1 hr – 1.5 hrs per evening.
 - At KS4, expect one task per week per subject, closely tied to assessment criteria and exam requirements.

How You Can Support Your Child:

- **Provide a Quiet Space:** A calm, designated area can greatly aid concentration.
- **Encourage Routine:** Help establish a consistent time for home learning.
- **Check Synergy:** Regularly look at what home learning has been set and when it's due.
- **Discuss Their Work:** Show interest in what they are learning and ask about their home learning.
- **Encourage Breaks:** Ensure they take short breaks to stay focused.
- **Promote Independence:** Encourage them to try tasks independently first before offering help.
- **Contact Us:** If your child is struggling with a task, please encourage them to speak to their teacher. If difficulties persist, please contact their Form Tutor or Subject Teacher.

Addressing non-completion:

- Our approach to non-completion is supportive, progressive and inclusive. For vulnerable learners or students with Special Educational Needs and Disabilities (SEND), staff proactively identify barriers to learning (such as accessibility or resource constraints) and offer reasonable adjustments including access to our, supervised Home Learning rooms. Initial instances will be managed by the classroom teacher with opportunities for completion. Persistent non-completion will lead to involvement from Form Tutors, Subject Leaders, and Heads of Year, with communication to parents to create a joint support strategy.

Celebrating Success:

- We believe in rewarding effort and excellent home learning through Headteacher's Awards, departmental recognition, positive points on Synergy, and verbal praise.

We look forward to partnering with you to ensure your child's continued success.

Your Role in Making Learning Stick!

Home learning is a fantastic opportunity for *you* to take charge of your education, build important skills, and really make sense of what you're learning in class. It's not just about doing tasks; it's about becoming a more confident and independent learner!

Why Home Learning Benefits YOU:

- **Deepens Understanding:** It helps you remember key concepts and connect new ideas. It also teaches you how to use digital tools and AI responsibly as a study guide to check and stretch your understanding.
- **Builds Confidence:** The more you practice and revisit topics, the more confident you'll feel in class and for assessments.
- **Develops Skills:** You'll become better at managing your time, organising your work, and finding information for yourself.
- **Prepares for the Future:** Good home learning helps you get better grades, opening more choices for college, apprenticeships, and careers.

What to Expect & Your Responsibilities:

- **Regular Tasks:** Every subject will set you regular and meaningful home learning.
- **Synergy is Key:** All your home learning tasks, instructions, and deadlines will be posted on **Synergy**. Check it every day!

Your Job:

1. **Record It:** Make sure you know what's set and when it's due.
2. **Find a Quiet Space:** Try to complete your home learning in a calm place where you can focus.
3. **Try Your Best:** Give every task your full effort.
4. **Meet Deadlines:** Submit your work on time.
5. **Ask for Help:** If you don't understand something, ask your teacher *before* the deadline. Don't be afraid to ask for support! We have home learning Club too.

What Happens if Home Learning Isn't Done:

- We are here to support you. If you miss a task, your teacher will talk to you and give you a chance to complete it quickly.
- If it happens more often, your Form Tutor or pastoral will get involved, and we might contact your parents to work together to help you get back on track. This could involve catch-up sessions. Our goal is to remove barriers and help you succeed.

Being Rewarded for Your Hard Work:

- We love to celebrate your effort! You can earn Headteacher's Awards, departmental certificates, positive points on Synergy, and receive verbal praise for your excellent home learning.

Home learning is your chance to shine and strengthen your learning. Make the most of it!

Millfield school Home Learning Policy: A Guide for Staff

Embedding Effective Home Learning Across Our Curriculum

This policy outlines our collective commitment to high-quality home learning at Millfield School. Our aim is to empower students to achieve deep understanding, promote long-term knowledge retention, and develop crucial independent learning skills.

Rationale and Pedagogy:

- Home learning is an essential component of our curriculum, designed to reinforce, consolidate, and extend classroom learning. It is explicitly linked to our **School Development Plan (SDP)** by embedding regular retrieval practice and metacognitive routines. In line with our SDP, home learning embraces an **AI Acceptable Use Framework**—encouraging positive, ethical AI integration for scaffolding, revision, and feedback, while designing complex cognitive tasks that foster authentic student voice and critical thinking.

Key Expectations for Setting Home Learning:

- **Universal Implementation: All subjects** are expected to set regular, meaningful home learning tasks, adhering to the school's timetable and ensuring a consistent experience for students across the curriculum.

Clear & Varied Tasks:

- Tasks should be varied (e.g., research, practice questions, flipped learning, projects, reading, online platforms) to develop a range of skills and cater to different learning styles.
- Tasks should challenge all students and be manageable, especially for SEN students (liaise with SENDCO for appropriate adaptations).

Synergy as the Primary Tool:

All home learning must be set, with clear instructions and deadlines, via **Synergy**. This ensures consistency and accessibility for students and parents.

Time Guidelines (Approximate):

- **KS3 (Y7-9):** Approx. 30 mins per subject, totalling 45 mins – 1 hour per evening.
- **KS4 (Y10-11):** Approx. 45 mins per subject, totalling 1 hr – 1.5 hrs per evening.
- At KS4, expect one task per week per subject, closely tied to assessment criteria and exam requirements.
- **Feedback:** Provide effective and prompt feedback. Written comments should be constructive, guiding students on how to improve. For online tasks, ensure feedback is still provided beyond automated scores.

Managing Non-Completion: A Progressive & Supportive Approach:

Our strategy focuses on support and clear progression to ensure students understand the importance of home learning. Prior to applying Level 1–3 non-completion sanctions, staff must verify whether non-completion is linked to SEND, access/technology barriers, or personal circumstances. Where barriers exist, adaptive support (e.g., modified task length, Home Learning Club pass, or SENDCO/Pastoral check-in) must take precedence over formal detentions.

Level	Trigger	Sanction/Action	Rational
1	3 instances within a half-term.	SEND/Barrier Check: Confirm no underlying unmet learning needs. • Sanction: 1-hour detention on the week of the 3rd missed task. • Parental Contact: Subject teacher contacts parents (Synergy broadcast/phone) and highlights Home Learning Club availability	Pattern Recognition: Acknowledge an emerging habit. Parental Partnership: Inform and seek collaboration early. Structured Completion: Dedicated time ensures work is done with minimal disruption to the school day.
2	6 instances within a half-term.	SENDCO/Pastoral Review: Check if adaptative tools/scaffolding are required. • Student Meeting: Progress Lead meets student. • Parental Meeting: Formal meeting to establish a shared completion plan. • Sanction: 1-hour after-school Home Learning Detention & active monitoring for 2–3 weeks.	Escalated Concern: Recognise a more persistent issue. Strategic Planning: Involve progress lead and parents. Dedicated Time: Compulsory after-school/lunch time sessions for completion, reinforcing importance.
3	7+ instances within a half-term.	• Formal Escalation: Meeting with Deputy Headteacher/SLT Link, parents, SENDCO (if applicable), and student. • Supervised Completion Plan: Required attendance at supervised daily SLT completion sessions for a set period (e.g., 2 weeks).	Serious Intervention: Solves entrenched issues. High-Level Accountability: SLT involvement underscores the seriousness. Intensive Support/Consequence: Daily completion fosters habits; further sanctions if support is ignored

Key stage 3 – Timetable

Subject	Year 7	Year 8	Year 9
English	Week A&B	Week A&B	Week A&B
Maths	Week A&B	Week A&B	Week A&B
Science	Week A&B	Week A&B	Week A&B
MFL	Week A	Week B	Week A
Geography	Week A	Week B	Week A
History	Week A	Week B	Week A
Design Technology	Week A	Week B	Week A
Physical Education	Week A	Week B	Week A
Computer Science	Week B	Week A	Week B
Religious Education	Week B	Week A	As directed
Art	Week B	Week A	Week B
Music	Week B	Week A	Week B
Drama	Week B	Week A	Week B

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