

THE HAYLING COLLEGE

Home Learning

Practice • Retrieval • Preparation • Independence

Happy • Healthy • High Performing

Why we set home learning

Home learning strengthens and extends knowledge and skills taught in lessons. It gives pupils opportunities to retrieve prior learning, practise, prepare for future learning and develop independence.

Education Endowment Foundation evidence indicates a positive average impact for homework in secondary schools. Quality and purpose matter more than excessive quantity, and tasks are most effective when clearly connected to classroom learning.

Our principles

- Purposeful: pupils understand why a task has been set.
- Connected: tasks strengthen, practise, retrieve, prepare or extend classroom learning.
- Proportionate: quality matters more than excessive quantity.
- Accessible: technology, SEND, resource and home-circumstance barriers are addressed.
- Routine: clear systems and deadlines build organisation and independence.
- Responsive: pupils receive useful feedback or see how work is used in subsequent teaching.
- Supportive: home learning is for learning and should not be used as a punishment.

Where pupils find their work

Google Classroom is the College's central starting point. Pupils use their College Google account and should speak to their tutor or class teacher if they cannot access it.

Teachers may set work directly in Google Classroom or direct pupils to an approved subject platform.

Our digital learning toolkit

- Sparx Maths – mathematics practice, retrieval and consolidation.
- Sparx Science – science retrieval and consolidation.
- Sparx Reader – reading fluency, comprehension and engagement.
- GCSEPod – introduced across all subjects for retrieval, consolidation, revision and independent learning.
- Languagenut – vocabulary and language practice in MFL.
- Google Classroom – instructions, resources, submissions and communication.
- Oak National Academy – selected resources where they appropriately complement the Hayling curriculum.

Key Stage 3

In Years 7–9, home learning establishes strong habits without overwhelming pupils. Tasks may include retrieval, reading, vocabulary, platform practice, short written work, preparation or completion of purposeful curriculum tasks.

Reading at home is strongly encouraged across the curriculum.

Key Stage 4

In Years 10–11, home learning increasingly includes independent revision and examination preparation. Pupils should develop a 'little and often' approach rather than relying on last-minute revision.

Teachers may use GCSEPod, Sparx and subject resources alongside examination questions, extended responses, coursework preparation and targeted revision.

Deadlines, communication and support

Pupils are expected to complete home learning to the best of their ability and submit by the deadline. If there is a genuine difficulty, pupils should communicate with the teacher so support can be arranged.

The College's current published approach is that a home-learning detention is used only where work remains incomplete after the deadline and there has been no prior communication explaining the difficulty.

Removing barriers

A lack of technology or suitable workspace should not prevent learning. Families should tell us if access is difficult. Printed copies can be provided on request and appropriate support considered.

This matters because disadvantaged pupils can benefit strongly from effective home learning while also being more likely to face barriers such as device, connectivity or study-space access.

How families can help

- Ask your child to show you Google Classroom and current deadlines.
- Help establish a regular, realistic routine and suitable workspace where possible.
- Encourage short, frequent retrieval and revision rather than cramming.
- Ask your child to explain what they are learning.
- Encourage reading and use of approved platforms.
- Contact the College early if technology, workload, SEND or another barrier is causing difficulty.

How we review home learning

We monitor home learning through pupil and parent voice, engagement information, curriculum review and discussion with subject leaders. Our aim is consistency of purpose, not identical tasks in every subject.