

LINTON VILLAGE COLLEGE

Home Learning Policy

THIS POLICY WAS APPROVED:	JULY 2025
POLICY VERSION:	2.0
THIS POLICY WILL BE REVIEWED:	July 2028
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	Shahla Matarazzo – Deputy Principal
THIS POLICY WAS CONSULTED WITH:	SLT and FGB
THIS POLICY WAS CONSULTED WITH EXTERNAL UNIONS (HR POLICIES)	
THIS POLICY WAS DISTRIBUTED TO:	

Linton Village College Home Learning Policy

Developing caring and independent learners sits at the centre of what we do at Linton Village College and home learning plays an important role in that journey.

At Linton Village College, we recognise that learning does not end when the school day does. Inspired by Henry Morris' vision for lifelong learning through the Village College movement, our home learning policy fosters a spirit of curiosity, independence and personal growth that extends far beyond the classroom walls.

When home learning is thoughtfully designed, it deepens understanding, builds resilience and nurtures independence. As students grow with us, home learning becomes an important way for them to develop confidence in their thinking, take ownership of their progress and build habits that serve them well beyond school.

We are committed to an approach that supports academic success *and* reflects the strong relationships at the heart of our community. By working in partnership with families, we aim to nurture caring and independent learners who feel supported every step of the way.

What the research tells us about home learning

Our approach to home learning is not only shaped by experience but also informed by educational research and evidence. Research shows that regular, purposeful home learning can play an important role in student development—particularly during secondary school. It helps students build essential skills such as time management, self-motivation and perseverance, which support learning across the curriculum.

Evidence also suggests that the most effective tasks are those that are clearly linked to classroom learning, manageable in length and designed to stretch thinking without overwhelming. Quality, not quantity, makes the greatest impact.

Importantly, studies highlight the value of support at home. When families take an active interest—by encouraging routines, discussing learning, or simply showing curiosity—students are more likely to engage positively and develop the habits that lead to long-term success.

Types of home learning

To ensure home learning is purposeful, balanced and supportive of students' academic and personal development, tasks may include the following:

- **Consolidation of classwork**

Students may be asked to review recent learning through recap activities, practice questions, or written summaries. These tasks help reinforce key concepts and identify areas for improvement. AI tools, such as revision apps or summarisation tools, may be used to support this process when appropriate.

- **Preparation for upcoming lessons**

Tasks such as pre-reading, research, or watching relevant videos help students arrive ready to engage with new content. Where suitable, students may use AI to gather background information or generate questions to guide their learning.

- **Extended learning tasks**

These encourage students to think beyond the curriculum, explore new ideas, or make connections across subjects. AI can support this by helping students brainstorm, explore different perspectives, or simulate real-world scenarios.

- **Responding to feedback**

Students may be asked to improve their work based on teacher, peer, or self-assessment. This helps them reflect on their progress and take ownership of their learning. AI tools may assist with editing, rephrasing, or checking understanding, but students are encouraged to use these tools critically and responsibly.

- **Project-based learning**

Longer-term tasks that promote creativity, investigation, or real-world application. These projects may involve research, design, or presentation elements. AI can be used to support planning, idea generation, or visual design, with teacher guidance on ethical and effective use.

- **Online platforms and quizzes**

Digital tools and quizzes are used to reinforce key skills and knowledge in an interactive way. These platforms often provide instant feedback, helping students track their progress and target areas for improvement.

- **Independent reading**

Students are encouraged to read widely to build literacy, curiosity and cultural awareness. This may include fiction, non-fiction, or subject-specific texts. AI reading companions or recommendation tools may be used to help students discover new material suited to their interests and reading level.

Supporting responsible use of AI

We recognise that AI tools are becoming a common part of everyday life and learning. As a school, we believe it is important to help students understand how to use these tools thoughtfully and responsibly. When used well, AI can support learning by offering personalised feedback, helping with organisation, or providing alternative explanations. However, we also teach students to be mindful of the risks of over-reliance. Relying too heavily on AI can limit critical thinking, creativity and the development of independent learning skills. Our aim is to guide students in using AI as a helpful companion—not a replacement—for their own thinking, ensuring they remain active, reflective learners who are equipped for the future.

By combining evidence-based practice with thoughtful use of technology, we aim to make home learning meaningful, manageable and motivating for every student.

Working together: our shared expectations

At Linton Village College, we want home learning to be purposeful, manageable and meaningful for everyone.

Students are expected to:

- Engage with home learning to the best of their ability, completing tasks thoughtfully and with pride.

- Take responsibility for managing their time, meeting deadlines and balancing commitments.
- Ask for help when needed whether from teachers, tutors, or peers in advance of the deadline, noting that the College's Communication Policy states a 48-hour response time.
- Develop independence, practising self-motivation and resilience.
- Reflect on their progress, using feedback to improve.
- Embrace opportunities to deepen learning, especially when tasks spark creativity or critical thinking.

Teachers will:

- Set home learning that is curriculum-linked, appropriately challenging and designed to enable students to experience success and build confidence in their learning.
- Explain home learning tasks in lessons so that students understand their purpose, see how they connect to learning and can ask questions if needed.
- Ensure instructions are clear, accessible and posted in good time (a minimum of one week from set to due) via Satchel One. Home learning will not be posted later than 5pm.
- Only set home learning during term-time for KS3 (not holidays).
- Provide helpful feedback - written, verbal, or through peer/self-assessment.
- Avoid unnecessary overload and ensure tasks fit within the home learning schedule.
- Be available for student questions via email or Satchel One and signpost helpful, specific resources (ensuring that there are not too many).
- Celebrate effort and achievement through praise and recognition.
- Log completion/non-completion of home learning on Satchel One and any phone calls home on Go4Schools.

Parents and carers can support by:

- Creating a consistent routine and quiet space where possible.
- Taking an active interest—discussing tasks, monitoring engagement and celebrating effort.
- Helping students plan their time, encouraging manageable chunks.
- Fostering independence, offering support without taking over.
- Communicating with school if issues arise.

We understand that every home is different, and we will always take a flexible, compassionate approach.

How home learning looks across the school

At Key Stage 3, students gradually build up their home learning routines to support both academic progress and the development of independent study habits. In Year 7, students are expected to

complete 4 hours and 30 minutes of home learning per fortnight. This increases to 6 hours in Year 8 and 8 hours in Year 9, reflecting their growing confidence and capacity for independent learning.

To ease the transition into secondary school, home learning in the first half of the autumn term of Year 7 focuses only on English and Maths. This gentle start helps students settle into new routines and build confidence in managing their learning outside the classroom. In keeping with our relational approach, we aim to nurture positive habits in a way that feels manageable and supportive.

As students move into Years 8 and 9, additional subjects are gradually introduced. This ensures they are well-prepared to meet the broader expectations of Key Stage 3 with increasing independence. As the curriculum deepens, the home learning workload grows to reflect the complexity of their studies. Throughout this journey, we continue to provide clear guidance, purposeful tasks and a strong focus on wellbeing. Our goal is to strike a healthy balance between challenge and care—encouraging students to take ownership of their learning while knowing they are supported every step of the way.

Key Stage 3

Year 7: 4 hours 30 minutes (per fortnight in total)

Subject	Home learning hours per fortnight
English	1 hour 30 minutes
Maths	1 hour 30 minutes
Science	1 hour
MFL	30 minutes
Other subjects	*

*To help reinforce what students are learning in class, some subjects may occasionally set small home learning tasks—such as bringing in ingredients for Food Preparation and Nutrition. From time to time, other subjects may also set one project-based task each half-term, giving students the chance to explore key topics more deeply in a creative and engaging way.

Year 8: 6 hours (per fortnight in total)

Subject	Home learning hours per fortnight
English	1 hour 30 minutes
Maths	1 hour 30 minutes
Science	1 hour
MFL	30 minutes

Geography	30 minutes
History	30 minutes
DT	30 minutes
Other subjects	*

* To help reinforce what students are learning in class, some subjects may occasionally set small home learning tasks—such as bringing in ingredients for Food Preparation and Nutrition. From time to time, other subjects may also set one project-based task each half-term, giving students the chance to explore key topics more deeply in a creative and engaging way.

Year 9: 8 hours per fortnight in total

Subject	Home learning hours per fortnight
English	1 hour 30 minutes
Maths	1 hour 30 minutes
Science	1 hour
MFL	30 minutes
Geography	30 minutes
History	30 minutes
RS	30 minutes
Options subjects (x4)	30 minutes

Key Stage 4 (Years 10–11): 11 hours per fortnight in total

At Key Stage 4, students are expected to complete up to 11 hours of home learning per fortnight. This increase reflects the demands of GCSE preparation and the importance of regular, focused engagement with each subject.

Home learning tasks are carefully designed to support progress through a variety of approaches, including exam practice, extended writing, revision strategies and subject-specific activities. As students move through Years 10 and 11, they are encouraged to take greater ownership of their learning, supported by clear teacher feedback and structured guidance.

Teachers work closely with students to help them understand how each task contributes to their progress, making the purpose of home learning clear and meaningful. This approach helps students stay motivated, feel confident and be well-prepared for the next stage of their education.

Subject	Home learning hours per fortnight
English	2 hours
Maths	2 hours
Science (Biology, Chemistry, Physics)	3 hours
Option subjects (x4)*	1 hour per subject

At certain points in the academic year, students may experience increased workload due to Non-Examined Assessment (NEA) tasks that can be completed at home, alongside key deadlines for coursework and exam preparation; during these times, we work closely with students to help them manage their commitments effectively and maintain a healthy balance.

Supporting students with home learning

We want students to feel confident and supported. If they are ever unsure or struggling, they should:

- Contact their teacher for clarification.
- Use any provided resources- e.g. revision guides, models, checklists.
- Ask tutors or the pastoral team for wider support.
- Attend the library (which is open afterschool Monday-Thursday until 5pm and Friday until 4:30pm).
- Attend HMC (which is open every lunchtime)
- Some subjects offer drop-in sessions. Collaboration between students is also encouraged. Families are key- we welcome early conversations if wellbeing or workload is a concern.

How home learning is set and accessed

All home learning is set via **Satchel One**, our online platform. Tasks include:

- Clear instructions
- Set and due dates
- Relevant resources or links that can be accessed via a phone, tablet or laptop
- Support materials
- Challenge materials

Students log in using their school account (via web or app). We recommend daily checks to stay organised. Parents are encouraged to view tasks and support with routines.

If access is an issue, students should speak with their teacher or tutor.

Celebrating home learning

- We believe effort and progress should be recognised. Home learning is celebrated through:
- Verbal praise and positive feedback
- Comments in exercise books
- House points and postcards
- Recognition in assemblies or bulletins

We celebrate resilience and creativity—not just outcomes. Where possible, we involve families in celebrating success too.

If you have concerns about home learning

We want home learning to be positive and manageable. If you have concerns—about workload, wellbeing, or how to support your child—please contact us.

Start with your child's **form tutor** or **subject teacher**. For further support, our **pastoral team** or **Heads of Year** are available.

We encourage parents and carers to:

- Share interest in learning at home
- Support healthy routines
- Reach out early if something is not working—we will always listen and adapt

Appendix 1

Logging completion/non-completion of home learning

