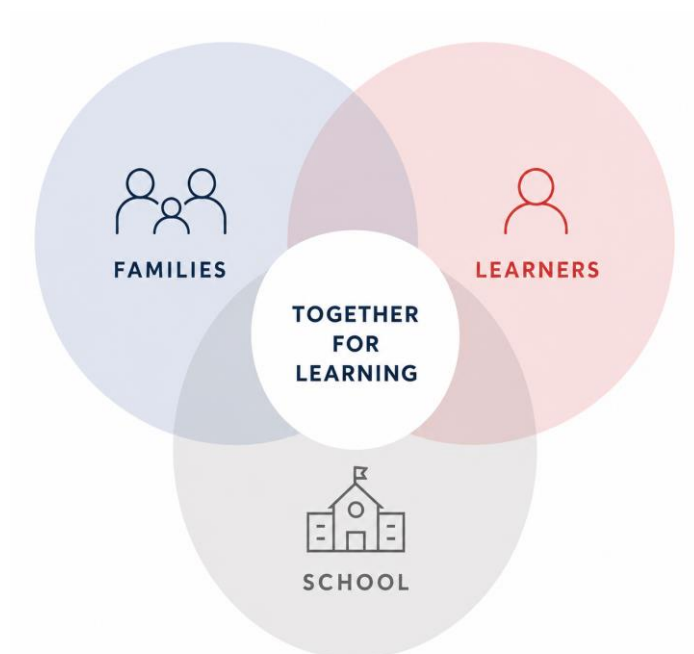




Gryffe High School



Home Learning Strategy

Homework, revision and independent learning beyond the school day

2026-27

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Introduction

At Gryffe High School, we believe that effective home learning can play an important role in supporting pupils to succeed. Learning is strengthened when pupils have opportunities to revisit, practise and apply what they have learned over time.

Research suggests that, when designed and implemented effectively, home learning can have a positive impact on attainment, with the Education Endowment Foundation reporting an average additional five months' progress for secondary-aged learners.

([Homework | EEF](#))

However, we also recognise that not all home learning is equally effective. Tasks that are unclear, inaccessible, overly reliant on adult support, or disconnected from classroom learning can create barriers to engagement and may inadvertently widen existing inequalities. Our approach is therefore guided by a commitment to inclusion, equity and evidence-informed practice.

At Gryffe, we view home learning as more than the completion of tasks. It provides opportunities for pupils to develop independence, self-regulation and the learning habits that underpin long-term success. We want pupils to understand why learning matters, to be able to engage with it confidently and increasingly independently, and to experience it as a meaningful part of their learning journey.

Throughout this document, the term *home learning* is used to describe the full range of learning that takes place beyond the school day. This includes traditional homework, revision, independent study, and the practice of subject-specific knowledge and skills. While many people will continue to use the term *homework* in everyday conversation, we use the broader term *home learning* because it reflects the many ways learners strengthen, consolidate and extend their learning outside the classroom.

This strategy has been developed in partnership with parents and carers through our Together for Learning Short Life Working Group and has been informed by feedback from our families. Together, we aim to create a consistent and sustainable approach to home learning that supports learning and helps all young people to thrive.

Rationale

The primary purpose of home learning is to support and enhance learning. When carefully planned, home learning can provide opportunities for learners to consolidate understanding, practise key skills and prepare for future learning. However, the nature, frequency and purpose of home learning can vary significantly between subjects and stages. Without a shared understanding of expectations, this can lead to inconsistency for learners, uncertainty for families and challenges for staff.

This strategy has been developed to provide greater clarity and consistency in our approach to home learning across the school. It aims to establish a common set of principles that support high-quality home learning while recognising that different subjects and learners may require different approaches. As such, the strategy provides a framework within which departments can make professional decisions that best support learning in their subject area.

A clear and consistent approach benefits learners, staff and families alike.

Learners should

- understand the purpose of home learning and how it connects to their learning in class

Parents and carers should

- be able to support learning at home and engage in positive conversations about progress and achievement

Staff should

- have high expectations while retaining the flexibility to design home learning that is appropriate for their curriculum and learners.

By establishing a clear rationale and common set of principles, this strategy seeks to ensure that home learning remains purposeful, manageable, inclusive, and focused on improving outcomes for all learners.

Our Consultation

This strategy has been developed through consultation with learners, families, and staff, including discussion through our Together for Learning events. Over 250 families responded to our parent/carer survey, alongside consultation with the whole S1 cohort, and responses from an S5 focus group.

Across all groups, there was strong support for home learning that has a clear purpose and contributes meaningfully to learning. Learners were more likely to value and engage with home learning when they understood why it had been set and how it connected to classroom learning, revision or assessment. Families similarly highlighted the importance of avoiding “homework for the sake of homework” and ensuring that tasks have a clear educational purpose.

Consultation also highlighted the importance of ensuring that home learning is manageable. Learners spoke about balancing commitments across different subjects and outside school, while families emphasised the importance of supporting learning without creating unnecessary pressure. Feedback suggested that a single approach is unlikely to meet the needs of all learners, subjects and stages.

Finally, communication and clarity emerged as key priorities. Families frequently identified clearer instructions, guidance and expectations as one of the most important ways in which home learning could be improved.

Research Summary

Evidence from cognitive science suggests that learning becomes more secure when learners regularly revisit and recall what they have previously learned. Opportunities to practice, retrieve information from memory, and apply learning in different contexts can strengthen understanding and improve long-term retention.

Research also suggests that learning is more likely to be retained when it is revisited over time. As a result, short, regular opportunities to engage with learning can often be more effective than infrequent, lengthy tasks.

High-quality classroom teaching remains our core focus in improving outcomes for learners. However, carefully designed home learning can complement classroom learning by providing opportunities to revisit, practise and consolidate learning beyond the classroom.

These findings have informed the principles that underpin this strategy and our approach to home learning across the school.

Links and further reading

- Deans For Impact – The Science of Learning
[thescienceoflearning2nded.pdf](#)
- The Learning Scientists – Retrieval Practice
[Learn how to Study Using... Retrieval Practice — The Learning Scientists](#)
- EEF – Defining key concepts that underpin how we learn
[Beneath the surface of cognitive science | Education Endowment Foundation](#)

Principles

The following principles underpin our approach to home learning. While the nature of home learning may vary across subjects and stages, all home learning should be:

Purposeful

Home learning should have a **clear educational purpose** that supports learning. Tasks should help learners to revisit prior learning, practise and consolidate skills, prepare for future learning or engage more deeply with a subject. It should not be set simply because it is expected.

This might include retrieval practice, reading, preparation for a practical task, or practising a skill.

Manageable

Home learning should be **reasonable in length and appropriate to the age and stage of the learners**. Tasks should be designed with learners' wider commitments in mind, and sufficient time should be given for more substantial pieces of work (e.g. projects or essays). High expectations are important, but home learning should remain proportionate and sustainable for learners and their families. Where appropriate, larger tasks should be broken down into manageable stages with check in points.

This might include short practice activities or staged deadlines for assignments.

Inclusive

Home learning should be **accessible to and achievable for all learners**. Staff should be mindful that learners may have differing levels of support at home, varying responsibility and commitments outside of school, and different levels of access to technology and resources.

This might include providing alternative ways to access tasks, avoiding reliance on technology, or ensuring that tasks can be completed independently.

Clearly Communicated

Learners should **understand what they are being asked to do** and when it should be completed. Expectations should be communicated clearly and consistently, recognising that established routines may vary across subjects and classes.

This might include task descriptions, deadlines, success criteria, or subject-specific routines that are regularly used with learners.

Flexible Across Subjects and Stages

Different subjects develop different knowledge, skills and ways of thinking. As a result, the type, **frequency and format of home learning may vary** across the curriculum. Consistency of principles does not require uniformity of practice.

This might include regular quizzes in some subjects, extended reading or research in others, or project-based learning across subjects.

Working in Partnership

Our Shared Approach

Effective home learning relies on partnership between school, learners and families. While the nature of support may vary depending on age and stage, we all have a role to play in ensuring that home learning is purposeful, manageable and successful. The following commitments and guidance outline how we will work together to support learning beyond the classroom.

DRAFT

School Commitments to Home Learning

for Staff

Commitment to SatchelOne

- All homework will be put on SatchelOne
- Instructions should be clear and concise even if they are directing a pupil to another source e.g. Teams or a worksheet issued in class
- Instructions should include guidance on what pupils should do if they are stuck or cannot complete the homework for any other reason.
- There is no requirement to use SatchelOne to communicate that homework has been completed, or not, or to assign grades for homework

Sharing purpose clearly

- Pupils should be told how the homework will support their learning.
- Home learning should be designed so that it can be completed independently without requiring substantial support from parents or carers.
- Where appropriate, pupils should be given clear success criteria or exemplars, so they understand what successful completion looks like.

Designing equitable and accessible tasks

- Tasks should be designed so that all pupils can access and begin them independently, with a high likelihood of successful completion
- Tasks should not require any special resources unless they have been provided by the teacher.

Making links with in-class learning

- Tasks should primarily consolidate, practice, and revisit work completed in-class, or prepare pupils for future learning, ensuring a clear and purposeful connection to classroom learning.

Mindful of overall demands

- The length of time required to complete the tasks should be considered. Pupils may not be able to complete several pieces of homework due to their other commitments.
- When pupils are given several weeks to complete a task, good practice would be to give specific check in dates to ensure sections of the work are being completed to a high standard.

Feedback

- Feedback can be communicated verbally or written; to the class or individually
- As homework is completed in a range of circumstances and levels of support may vary, the validity of homework as evidence should be carefully considered. Formal marking for the purpose of assessment is not always appropriate.

Supporting Learning at Home

for Families

Establishing Routines

- Parents and carers can support learning by encouraging their child to develop regular routines for completing home learning. Having a consistent time and place to work can help learners stay organised and reduce stress.

Supporting Organisation

- Parents and carers can encourage their child to plan ahead, organise their workload and ensure they have the resources they need for learning. This may include checking or reminding that bags are packed with the correct materials for the following day.

Encouraging Independence

- As learners move through school, they should become increasingly independent in managing and completing home learning with minimal support or supervision. Developing independence takes time and learners will require different levels of support at different stages of their school journey.
- Parents and carers are not expected to teach academic content or complete tasks on behalf of their child.

Reducing Distractions

- A quiet environment, free from unnecessary distractions, can help learners concentrate and work more effectively. Parents and carers can support this by helping learners think carefully about where and when they complete home learning.
- Smartphones, social media and notifications can make it difficult to maintain focus, particularly when completing more demanding tasks. Where appropriate, parents and carers may wish to encourage learners to place devices out of reach or disable notifications while completing home learning.

Talking Positively About Learning

- Learning is often challenging, and progress does not usually happen quickly. Positive messages about effort, perseverance and improvement can help learners develop confidence and resilience. Recognising achievement and successes, however small, can help build motivation and positive habits.

Seeking Support When Needed

- If your child is regularly struggling with home learning, parents and carers are encouraged to contact the school at an early stage.
- Early communication allows support, guidance, or appropriate adjustments to be put in place where required.

Making the Most of Home Learning

for Pupils

Use SatchelOne Regularly

- All home learning tasks will be available on SatchelOne. Make it a habit to check it every day, read instructions carefully, and make sure you understand what is being asked.

Ask for Help When Needed

- Everyone needs help sometimes. If you are finding a task difficult, ask your teacher for help as early as possible.
- Be specific about the problem so that you can get the right support. Explain what you have tried and where you became stuck.

Stick to a Routine

- Your timetable and many of your weekly commitments stay the same from week to week. Develop a routine for completing home learning and try to stick to it consistently. This might be immediately after school, after dinner, or at another regular time that works for you.

Manage Deadlines

- Use SatchelOne to keep track of deadlines and plan ahead.
- Being given several weeks to complete a task does not mean waiting several weeks before starting it. Leaving work until the last minute often leads to rushed work, unnecessary worry and missed opportunities to improve. Breaking larger tasks into smaller stages and completing them over time will help you produce your best work.

Communicate Early

- If you are unable to complete a task, speak to your teacher as soon as possible. This might be because you are struggling with the work, have been absent, are missing resources, or have other commitments affecting your ability to complete it.
- Early communication makes it more likely that support, resources, or an extension can be provided.

Understand and Apply Feedback

- Feedback is designed to help you improve as a learner. Take time to understand the feedback you receive and apply it to both your current work and future learning. For example, if you are asked to show your working, answer in full sentences, or include diagrams, try to apply this feedback in future tasks as well.

Give Your Best Effort

- Home learning is not expected to be perfect, but it should represent your best effort.
- This means attempting all tasks, thinking carefully, checking your work, and seeking help rather than giving up when it feels difficult.

Wider Guidance and Support

Completing home learning is important, but how learners engage with learning matters too. Research suggests that some approaches are more effective than others when it comes to strengthening understanding and remembering over time. This is particularly important when moving into the Senior Phase and preparing for exams.

Effective approaches include:

Retrieve before you review

Before looking at notes, try to answer questions, explain what you know, or write down everything you can remember about a topic.

Use flashcards to test yourself

Flashcards are most effective when used for self-quizzing rather than simply reading through them.

Space learning over time

Short, regular periods of learning are often more effective than completing everything in one long session.

Explain your learning to someone else

Being able to explain a concept clearly is often a sign that you understand it well.

Use visuals to organise your thinking

Diagrams, timelines, knowledge organisers and mind-maps can help learners organise and connect ideas.

Parents and carers do not need to be subject experts to support learning effectively. Often, the most valuable support comes from encouraging good habits, asking questions and helping learners think through difficulties for themselves.

Helpful approaches include

- Asking your child to explain what they are learning to you
- Encouraging them to attempt questions before looking at notes or examples
- Asking '*what have you tried already?*'
- Encouraging them to seek support when needed
- Helping them plan ahead for larger tasks.
- Supporting routines that promote concentration and wellbeing, for example taking breaks.

Technology and Learning

Technology can provide valuable opportunities for learning, communication and access to resources. However, it can also create distractions and barriers to concentration. Families and learners are encouraged to think carefully about how devices are used during home learning.

Families are encouraged to contact the school if they have concerns about home learning.

Contact the Subject Principal Teacher or Faculty Head if

- Concerns relate mainly to one subject
- Tasks are inaccessible
- Additional support, guidance or resources may be required
- There are recurring difficulties with a specific area of learning

Contact your child's Pupil Support (Guidance) Teacher if

- Concerns extend across several subjects
- Home learning is causing significant distress
- Organisation, workload or motivation is becoming difficult to manage
- Wider support may be required to help your child engage successfully with learning

Looking Forward

This strategy is intended to be a working document and will continue to evolve as it is implemented across the school. Throughout session 2026-27, we will gather feedback and monitor the implementation of the strategy to ensure it remains practical, purposeful and aligned with the needs of our school community.

A formal review of the strategy will take place in May 2027. This review will consider feedback from learners, families and staff to inform any future developments.