



# Geography HAIL Policy

## Home and Independent Learning

### **Rationale:**

We believe that Geography is vital in the development of every young person. By setting carefully planned HAIL tasks, we can more rapidly and effectively help to shape the lives of our students by: developing their geographical vocabulary; improving their ability to discuss the world around them clearly and convincingly; improving their retention of key knowledge that shapes the world around them; honing the skills we practise in lessons, and inspiring a love of their world and the human, physical and environmental factors that are part of it. We believe they should read widely and enrich the content taught.

### **How often and how much HAIL should my child receive?**

HAIL tasks are set once per fortnight in KS3 and once per week in KS4, and your child's teacher will inform them of which day they will check the completion of tasks. Each task should take approximately 30 minutes to one hour if done with care and attention, and not rushed.

### **How does a student know what their HAIL tasks are and where can they be found?**

HAIL tasks are shared half-termly – a list can be found both in students' books (on lilac paper) and on Google Classroom.

### **KS3 HAIL tasks**

KS3 students will be given a range of tasks to complete to support their learning in the classroom and their retention of knowledge. Our KS3 tasks are designed to inspire a love of the world around our students and a thirst for learning. All students are welcome to speak to any member of the team regarding their HAIL. As well as our school library, we encourage students to read widely and often at home.

### **KS4 HAIL tasks**

In KS4, Geography HAIL tasks are carefully planned and sequenced to require students to regularly revisit and recall key knowledge they need to know for their GCSEs. This will include: revising important key terms, summarising key elements of physical and human geography, analysing data, researching and revising case studies and their geographical context, and applying this knowledge to answer exam style questions. Furthermore, students are encouraged to go above and beyond in their research and revision, and to think critically about their approaches to physical and human geography. Exam skills are revisited at opportune moments to support student success in their assessments.

Both KS3 and KS4 will be directed to ambition tasks that stretch and challenge their learning. These will be carefully planned to support and assess the 'good to know' knowledge on our curriculum.

### **What are our expectations for HAIL in Geography?**

- We expect our students to complete tasks to their best ability and to the same high standard we see in lessons.
- Questions should be answered in full sentences to enable students to revise from their work in future.
- Annotations should be detailed and presented neatly – there is no need for full sentences for annotation tasks.
- If students require support with their HAIL, we expect them to seek this proactively and in a timely manner.

### **Rewards and Sanctions**

Students will be praised verbally, with stickers / stamps and house points for HAIL completed to a high standard. If staff feel that students are going above and beyond with their HAIL, students will be praised with a text / phone call home.

If students fail to complete their HAIL, they will complete a detention at break or lunch time with their class teacher in the first instance. If students repeatedly fail to complete their HAIL, they will have a faculty detention on a Wednesday after school.