



# HILBRE HIGH SCHOOL

## HOMework

## POLICY

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Date to be reviewed:

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## Introduction

### Research Findings:

In a review of research on the effectiveness of homework the Education Endowment Foundation report that:

1. Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.
2. Some students may not have a quiet space for home learning - it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for students).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
4. It is important to make the purpose of homework clear to students (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

<https://educationendowmentfoundation.org.uk>

### The Purpose of Homework:

Homework is set with a clear purpose, referencing one of the following three themes:

Homework Theme	Purpose
Consolidation of Learning (including self-quizzing)	Making sense of previous learning and overlearning
Enriching the Learning	Focusing on depth, breadth or engagement
Reading	Becoming competent, resilient and fluent readers

### Frequency and Setting of Homework:

#### Key Stage 3:

Students will receive homework in Mathematics, English and Science once per week, Geography, History and MFL once per fortnight and in all others subjects, homework will be set once a half term. Each piece of homework should be approximately 20-30 minutes in duration. Students are expected to read every night for 20 minutes.

#### Reading:

Reading underpins everything that our students do in school. We believe that our students are entitled to become competent, resilient and fluent readers by:

- equipping them with a range of skills and strategies;
- promoting reading of challenging texts;
- developing an appreciation of a wealth of literature to build upon their cultural capital.

At Hilbre, we recognise the importance of reading and expect that students in all year groups should be reading every day for a minimum of 20 minutes.

In Year 7, students are expected to keep a reading log to track this. Please see Appendix 1 for further details and expectations.

Subject	Frequency	Homework Description
English	2 pieces of homework per fortnight	English will set one piece of spelling homework and one piece of comprehension homework per fortnight. The spellings will be tested and the comprehension will be marked during the 'Reading for Pleasure' lesson.
Maths	2 pieces of homework per fortnight	Maths will use Maths Pad for the vast majority of Key Stage 3 homework. This is a website where students are assigned weekly assignments to consolidate the learning completed in class. The assignments are self-marked so students can see their mark and also their teachers can keep track on their marks. <a href="https://www.mathspad.co.uk">https://www.mathspad.co.uk</a> Each half term, the homework the week before a scheduled assessment will be a revision assignment using MathsWatch. This is a website which is more suited to revision, which includes summary videos to go alongside practice exam questions. Students complete their work on screen, and it is automatically marked. <a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a>
Science	2 pieces of homework per fortnight	One homework will be learning information from the Knowledge Organisers which will be tested in school every fortnight, or tested in the end of topic test. The other homework will be a short quiz, a comprehension, or how science works activity.
Geography	1 piece of homework per fortnight	Using Knowledge Organisers, students will be asked to learn a section and use the 'look, cover, write, check' method to help them self-quiz. The learning will be assessed in class through 'Do Now' activities.
History	1 piece of homework per fortnight	Using Knowledge Organisers, students will be asked to learn a section from the KO and create a revision resource to help them self-quiz. Once a fortnight, students will then be tested on this during their lessons.
MFL	1 piece of homework per fortnight	Using Knowledge Organisers, students will be asked to learn a section from the revision resource and create a revision resource to help them self-quiz. Additionally, students may be asked to complete an activity to apply the learnt vocabulary, e.g. write a paragraph. Once a fortnight, students will then be tested on this during their lessons.
RE	1 piece of homework per half term	In the first half term, students will be required to learn information from the Knowledge Organiser. This will be tested in class. In the second half term, students will be required to do preparation and revision for the end of unit assessment. This will repeat throughout the year.
PE	1 piece of homework per half term	Students will complete Microsoft Forms quizzes on the rules of sport. These will be self-marked and both students and teachers will be able to see the marks awarded.

<b>Art</b>	1 piece of homework per half term	Homework is used as a bridge between lessons and learning and are on the whole research based. Students will be asked to produce images and information (how, why and links to intentions). These will be checked by the teacher. Occasionally, homework will be more practical (where students will be required to source materials to help them with their school work) or more free reign to allow students more creative freedom.
<b>Drama</b>	1 piece of homework per half term	Homework will vary according to the project and may include script writing, learning, design tasks and comprehension of the text being studied. Students may also be asked to research around the project/topic. Students will produced one substantial teacher assessed task per term, and the other tasks will be used to enable progression in practical work.
<b>Music</b>	1 piece of homework per half term	Music homework will vary depending on the topics studied. Homework may involve revision (using Knowledge Organisers) or comprehension tasks which aim to strengthen understanding of various genres and improve music literacy. Homework will be assessed during 'Do Now' activities or more formally in end of topic tests.
<b>Food</b>	1 piece of homework per half term	Homework will alternate; the first half term will be a retrieval homework (learning the green coloured boxes) and in Year 7 this will be tested in class, and in Year 8 and 9 it will be tested using Microsoft Forms. The next half term students will be required to learn the other half of the KO (orange), as well as re-learning the green for a formal assessment set in class. Students will also be required to bring in food items for practical work.
<b>Design &amp; Technology</b>	1 piece of homework per half term	Using Knowledge Organisers, students will be asked to learn a section from the KO and create a revision resource to help them self-quiz. Students will be assessed on this in school once per term.
<b>IT</b>	1 piece of homework per half term	In the first half term, students will be asked to complete a literacy exercise and this will form part of their subsequent lesson. In the second half term, students will be required to do preparation and revision for the end of unit assessment. This will repeat throughout the year.

### Use of Knowledge Organisers:

At Hilbre, we have a knowledge rich curriculum and knowledge organisers are a key focus of supporting students in harnessing this knowledge. They support our students in becoming learners who engage in ongoing self-regulation of their own learning.

This is where students use the Knowledge Organisers, to practise retrieving knowledge of facts, concepts and processes from memory. Students can rehearse and overlearn core knowledge by self-quizzing what they know, remember, understand and can do. This will ensure they are fluent in the core building blocks of the curriculum, which are essential to succeed.

### **Supporting Self Quizzing - Using Revision Strategies (see Appendix 2):**

1. Look, Cover, Write, Check
2. Flashcards
3. Online Platforms
4. Mnemonics
5. Spider Diagrams/Mind Maps
6. Revision Clock/Summarise

### **Key Stage 4:**

Students should receive homework as per the table below. Each piece of homework should be:

<b>Subject</b>	<b>Homework Tasks Per Fortnight</b>
English	2
Maths	2
Science (Trilogy)	2
Science (Separates)	3
Options Subjects	1 each
Reading	Daily (Monday - Friday)

In addition to homework, students should be revising and researching their GCSEs. Students are expected to be undertaking wider reading.

Assessment should be done in a variety of ways (this list is not exhaustive):

- Marked by the teacher;
- Peer/self-assessment;
- Orally;
- By testing.

### **Homework club:**

A staffed homework club is available Monday - Thursday in the Library; this is open to all students and provides them with a calm environment in which to complete their homework. It allows them access to books, computers and printers. Those students who miss homework deadlines may be asked to attend a compulsory homework club for a period of time to support them to improve their organisational skills and homework habits.

### **Organisation:**

All homework must be set on Edulink. By using Edulink, all students and parents/legal guardians have a full view of the homework and deadlines set. Staff should be mindful when setting deadlines for homework, and should not set homework that is due in the next school day (unless this falls over the weekend).

### **Non-submission:**

Should a student fail to submit their homework, teachers will record this on Edulink so that parents/legal guardians receive a message that this is the case. In some circumstances, teachers will contact home and have further discussions regarding missed homework.

### **Students' responsibilities:**

- Students must return homework tasks, according to deadlines set.
- If a student is absent, they are expected to find out what work has been missed and catch up on it.
- Problems with homework should be resolved prior to the deadline. If necessary, students should see the member of staff concerned for help.
- Students should always complete homework to the best of their ability, in accordance with the Hilbre Presentation policy.

### **Parents'/legal guardians' role in homework:**

Parents and legal guardians are our partners in their child's/ward's learning. We expect parents/legal guardians to support us in ensuring that their child/ward attempts and returns all homework tasks set, according to deadlines.

### **Evaluation:**

Completion of homework in relation to this policy will be a consistent element of school quality assurance.

### **Appendix 1 - Reading for Pledges (Year 7):**

Reading in Years 7, 8 and 9:

***"The more you read, the better you get at it; the better you get at it, the more you like it; and the more you like it, the more you do it. And the more you read, the more you know; and the more you know, the smarter you grow." Jim Trelease***

### **Aims:**

- To increase the amount of time that students spend reading each week.
- To ensure that students read a greater range and number of texts.
- To improve students' comprehension and inference skills.
- To support students in reading challenging texts that link to the curriculum.
- To improve the reading ages of all students.

### **Expectations:**

Students in Years 7 will read a range of texts throughout the year according to a centralised schedule based on genre and ability. The book list comprises of fiction and non-fiction books which have been carefully selected by the English department to provide a breadth of knowledge and to build upon work completed in lessons. The students will read for at least 20 minutes each day (5 nights per week).

On a weekly basis they will be expected to complete a reading log and identify which pages they have read. Tutors will check the reading logs every Friday in Active Form Time and sanction non-completion.

In addition, students are encouraged to read books of their choice and read ahead of the schedule.

## Appendix 2 - Strategies for Consolidating Learning:

### Look, Cover, Write, Check, Correct:

This method is a popular technique used to support students learning in key words or spellings. It is a five-step process that involves studying a word, saying it aloud a few times, covering it up with a piece of paper or hand, writing the spelling next to the original word, and checking the version to see if it is correct. This method is commonly used in writing work or spelling and grammar activities.

**Look, Say, Cover, Write and Check!**

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
text						
text						
text						
text						
text						
text						
text						
text						
text						
text						
text						

**Look, Say, Cover, Write and Check!**

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
text						
text						
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### Flashcards:

A **flash card** is a card used for sharing information on both sides, which is intended to be used as an aid in memorisation. A flashcard can contain a question on one side and an answer on the other or they can have the information present that needs to be learned. Flashcards are often used to memorise vocabulary, historical dates, formulae or any subject matter that can be learned via a question-and-answer format. This method is an application of the testing effect – the finding that long term memory is increased when some of the learning period is devoted to retrieving the information through testing with proper feedback.

What is the Central Federal Government? (The 'Boom')	Based in the capital, Washington D.C., ran by the President (elected every four years), a cabinet of advisors and Congress (like a parliament) which is made up of elected people from different States. Oversees matter that affect the whole country (like foreign affairs, the army and the postal service)
What is the State government? (The 'Boom')	Based in the capital city of each state. Each state has its own laws, police and court system, and its own governor in charge.
What is the Bill of Rights? (The 'Boom')	The Bill of Rights is part of the constitution. It guarantees Americans a series of freedoms and rights including: the right to vote, freedom of belief, freedom of information and freedom in law. However, by 1919, many states refused to recognise the right to vote of women, African-Americans and American Indians.
Who are the Republican Party? What are their policies? (The 'Boom')	The Republican Party was more likely to preserve traditions and stay out of people's lives wherever possible (a policy called 'Laissez-Faire'), didn't support high taxes, which pleased many rich and business people. Had more support in the industrial, richer North and were more conservative (traditional)
Who are the Democratic Party? What are their	More of an 'ordinary people's' party, preferring to intervene in everyday life if necessary. Favoured helping the most vulnerable, such as the poor or the elderly. Had more support in the poorer South.

**FLASHCARDS**

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?

What is...

$7 \times 8 = ?$

You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

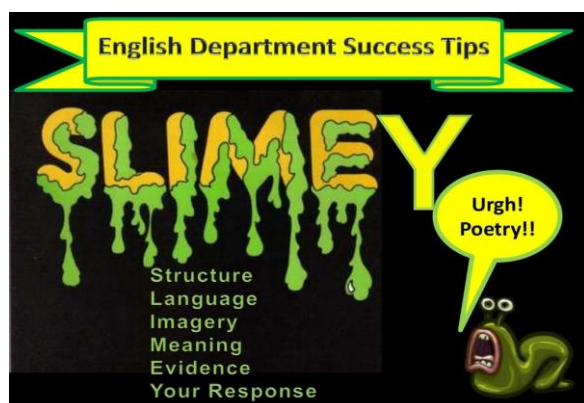
## Online Revision Platforms:

There are many online revision platforms available for students to use. Online revision platforms can offer homework and revision for A Level, GCSE and Key Stage 3. As many students enjoy using digital devices as a way of revising, this could be an engaging method to use and a fun way for students to learn. Many online revision platforms base their content on exam board specifications and have condensed the content to what students actually need to know for exams. Some of the most popular platforms are Seneca Learning, Quizlet and Revision Buddies. Students can read, take part in mini quizzes and interact in multiple question and answer methods to remember key information.



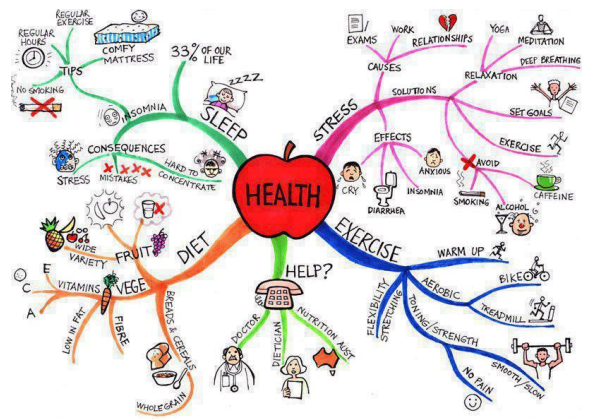
## Mnemonics:

A **mnemonic** is a learning technique that supports information retention or retrieval of the memory for better understanding. This method is useful for encoding information, retrieval cues, and imagery prompts as specific tools to convert information in a way that allows for efficient storage and retrieval. They help students with original information in becoming associated with something more accessible or meaningful, which, in turn, provides better retention of the information. Mnemonics can be used for lists and in auditory form, such as short poems, acronyms or memorable phrases.





A **mind map** is a diagram used to visually organise information, showing relationships between ideas and information about a main topic or idea. Students can draw an image or write the main focus in the centre of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those major ideas. Mind maps can also be drawn by hand, either as "notes" during a lesson, revision time or planning time. Mind maps are considered to be a type of spider diagram.



A **revision clock** is a study technique that can help you break down information into manageable chunks. It is particularly useful when revising for key topics in exams or studying a complex topic. The concept involves dividing a topic into **12 sub-categories** and allocating **5 minutes** to each section. You can make notes in each segment of the clock and revise the content within that time frame. After 5 minutes, students can turn the clock over and test their knowledge by reciting specific sections of the clock. This method works well for students preparing for exams as it allows them to focus on different aspects of a topic in a structured manner. By breaking down the information into smaller chunks, students can maintain focus and make revision more manageable.



**Monitoring:**

The Assistant Headteacher: Teaching and Learning will regularly review the policy and guidelines on behalf of the Governing Body, alongside the curriculum leadership team, and will monitor the quality of homework provision through planning and work scrutiny.