

## **Why do we set homework?**

At Blatch we want our students to have high expectations of their own learning, and understand their responsibility in fulfilling these. This learning should take place both in the classroom and at home. To support this aim we will provide high quality homework and also help develop student resilience and support independent learning.

From studying the **research**:

- We believe that the most effective homework is high quality and connected to the learning already taking place in the classroom.
- We understand that homework, when planned effectively, can have a positive impact on both student achievement and character.
- We know that homework tasks need to have the right level of challenge and cover a range of different types of homework within each subject and across year groups
- Homework should include both guided and independent practice, development of vocabulary and literacy, retrieval practice and revision

## **What type of homework are students set?**

**Homework** activities will include but are not limited to the items below. This is based on research of effective practice to support students retention of taught content and development of subject specific skills and knowledge.

- **Reading and vocabulary** *e.g. Summarising texts & learning key word lists*  
We know that learning both within the classroom and at home is crucial for increasing the breadth of children and young people's vocabulary. This background knowledge is essential for understanding and comprehension of new material.
- **Guided practice** *e.g. Videos / explanations of modelled tasks followed by tasks to complete*  
We know that once we have presented new material we need to practice it if it is going to be remembered. Homework will also include guided practice using scaffolds or models presented in class and continued at home.
- **Independent practice** *e.g. Exam practice & rehearsal questions / tasks*  
Students need extensive successful, independent practice in order for knowledge and skills to become automatic. Homework will therefore also include opportunities for independent practice once students have a clear idea of what the task is and how to complete it. Students will need guidance on independent practice and we would expect to see an increase in independent practice as students move through their time at Blatch.
- **Retrieval practice** *e.g. Memorisation tasks, making flash cards, concept-mapping*  
Effective homework links to what we know about memory and pedagogy i.e. retrieval practice so some of the tasks will include retrieval practice.
- **Revision** *e.g. watching video tutorials / reading information and practising exam questions*  
Understanding how to revise, how to retain / embed knowledge and how to apply that knowledge in answering questions should also be part of our homework (not just for KS4).

We will ensure that **students receive feedback on their homework**. This feedback could be whole class, individual, self assessed or peer assessed.

## **How much homework should be set?**

Our research suggests that focus should be on the **quality** of what is set, not duration or quantity. For this reason we do not have a blanket approach that establishes the amount of time or frequency with which students should do homework in each subject. Instead each subject has the autonomy, with guidance, to figure out when homework is more relevant and impactful and to set it then. Homework will be purposefully mapped out across our subject curriculums

### **How can you support successful engagement with homework?**

In order to ensure that homework is as effective as possible we can all play our part.

- **Teachers** - will set high-quality homework, linked to schemes of learning and will give feedback on it.
- **Students** - will complete their homework to the best of their ability.
- **Parents/ carers** - will take responsibility for providing the right environment and correct type of support to ensure homework is completed.

As parents / carers, please ensure your child has the right conditions (time, space, expectations) to complete the work. Students and parents can check what homework is set and when it is due on EDULINK (our homework portal).

We know that it is not always possible at home to provide the right environment and support so, where this is the case, we want students to be able to access these in school.

We have two spaces open every evening after school from 3 to 4.30pm for students to complete their homework. The RIC is available for KS3 students and the Open Learning Area for KS4 students. These are quiet spaces staffed by teachers and Chromebooks are available for student use.

Staff are there to support students' learning and to support understanding and completion of homework. They will liaise with subject staff and parents where necessary.

### **In School Provision**

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### **When will subjects set homework?**

#### **How long should homework last?**

Below are suggested timings that allow students and parents/carers to know how long they are likely to be working on homework. This is a guideline so you know what is likely to be appropriate - working considerably over or under these timings is an issue and parents/carers will want to raise this with their child and then their teacher. This can be done on their [@blatchingtonmill.org.uk](mailto:@blatchingtonmill.org.uk) email address.

- In year 10-11 homeworks for all subjects should be worked on for at least an hour, with students completing additional revision in the build up to assessments. Students will have work set every 1-2 weeks in each subject.
- In year 7 homeworks should be worked on for at least 30 minutes.
- In year 8-9 homeworks should last 1 hour per week for English, Maths, Science and Languages and 1 hour each time work is set in other subjects

#### **How frequently can you expect homework and what will be set?**

##### **Reading for interest**

Every student should be reading for interest at home weekly. In year 7-9 this should be a minimum of 1 hour per week. In year 10-11 students should be doing more. Reading is simply the best way to expand vocabulary and understanding that helps students decode more complex, adult texts, questions they will

	<p>face in assessments and more generally be able to express themselves in a more advanced way.</p> <p>Ideally a mixture of fiction and non-fiction should be read. We support this in school with reading sessions during tutor times and every child in Year 7-9 is expected to bring their own reading book into school.</p>
<b>Art</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Independent Learning Project set in one half term to tie in with key moments in each year (e.g. Yr 9s project occurs before GCSE Options)</li> <li>● Expect homework weekly during the chosen half term for year 7, 8 and 9.</li> <li>● Developing core skills learnt in lessons and ones students can all do at home (research, drawing, development of ideas).</li> <li>● Feedback given individually, with class feedback for common issues.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Expect homework every 2-3 weeks across the year.</li> <li>● Typically 2 hours work per week.</li> <li>● Development work on the students GCSE portfolio.</li> <li>● Feedback given individually on the portfolio online, with class feedback for common issues.</li> </ul>
<b>Computing</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Expect homework approximately every 2 lessons (2-3 weeks)</li> <li>● Research based tasks that complement the lesson topic and can be undertaken on the Chromebooks each student has been given.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Expect homework every 1-2 weeks across the year</li> <li>● Developing core skills (e.g. IT knowledge, programming, coding) using Seneca and GCSE Pod</li> <li>● Checked every week in class with completion also tracked against the progress trackers on Seneca and GCSE Pod.</li> </ul>
<b>Design/ Textiles</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Expect homework every 3-4 weeks (every other lesson)</li> <li>● Development work for design projects undertaken in class (e.g. initial idea research, moodboards, quiz recaps). Revision work set in advance of assessments for core Design theory.</li> <li>● Work is checked in class on the day of submission.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Expect homework every 2 weeks across the year</li> <li>● In year 11 tasks are typically research and revision homework set to complement lesson work and portfolio work. Year 10 tasks are typically based around learning important Design theory</li> <li>● Work is checked in class as the portfolio is monitored. Individual feedback is given to students.</li> </ul>
<b>Drama</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Expect homework every 3-4 weeks (every other lesson).</li> <li>● Work is set to support in class performance (e.g. line learning, theory exploration, vocabulary revision, reviewing performances).</li> <li>● Work is checked in class on the day of submission with feedback both individual and class.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Work will include study of drama theory, reviewing drama performances and preparing for written responses found within the drama GCSE assessment. It will also include preparation and improvement of final performances.</li> <li>● Expect homework every 2 weeks</li> <li>● Work is checked in class and individual feedback given.</li> </ul>

<b>English</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Expect homework weekly or fortnightly</li> <li>● Typically this will be a project booklet linked to the text or topic being studied, which develops vocabulary retention, grammar skills and understanding of ‘portable knowledge’ such as the cultural context of particular eras (e.g. knowing about the Victorian era). Another important activity are the 200 word challenges to develop writing ability.</li> <li>● Learning is checked and used in class tasks, with feedback on the booklet given individually or to the whole class once checked.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Expect homework weekly or fortnightly</li> <li>● Tasks are set to develop advanced vocabulary, subject specific terminology and the understanding of ‘portable knowledge’ such as the cultural context of particular eras (e.g. knowing about the Victorian era, Post war years, Romantic poetry). Assessment practice questions, revision activities, quotation learning and analysis, work on themes and context are also covered in homework tasks.</li> <li>● Learning is checked and used in class tasks often in Google Quizzes, with feedback given individually and to the whole class.</li> </ul>
<b>Food</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Expect homework twice per half term (every 3-4 weeks)</li> <li>● Typically this involves preparation for class food practicals (e.g. recipe research, ingredient selection, dish design, theory learning and evaluation of practical)</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Expect homework fortnightly contributing directly to the GCSE.</li> <li>● Tasks are set to develop NEA projects, including research, theory revision, NEA planning and practising practical skills taught in class.</li> <li>● Feedback is given in class as homework knowledge and skills are applied</li> </ul>
<b>Geography</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Expect homework approximately every 3 weeks.</li> <li>● Tasks are a mix of theory knowledge/case study knowledge recall using programmes like Seneca and Quizizz; activities to develop understanding and quality of responses started in class and preparation for assessments.</li> </ul> <p>Year 10 -11</p> <ul style="list-style-type: none"> <li>● Expect homework fortnightly</li> <li>● Tasks are set on Google Forms to cover a whole suite of topics and questions styles. These are then taken again in class the following week so whole class feedback and individual feedback can be given via Google Forms.</li> <li>● Feedback is given individually when the work is checked and to the whole class to explore common errors.</li> </ul>
<b>History</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Expect homework approximately every 3 weeks in year 7 and every 2 weeks in year 8-9</li> <li>● Tasks typically include evidence gathering, theory quizzes, research questions and preparation activities for in class assessment.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Expect homework fortnightly</li> <li>● These will be activities to increase the depth of understanding around concepts explored in class and apply this learning to exam style responses and quizzes to embed the knowledge (e.g justifying choices or exploring historical significance).</li> <li>● Feedback is given individually when the work is checked and to the whole class to explore common errors.</li> </ul>

<b>Maths</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Expect homework weekly</li> <li>● All tasks embedded topics studied and practised in class to build fluency and confidence with maths. Mosts tasks are set using Hegarty maths, which is mapped against the curriculum to deepen skills through practice at appropriate times</li> <li>● Feedback is given on Hegarty Maths and in class.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Expect homework weekly</li> <li>● All tasks embedded topics studied and practised in class to build fluency and confidence with maths. Exam style questions and papers are set for revision in lead up to assessments and then gone through in class. Other tasks are set using Hegarty maths to deepen skills through practice.</li> <li>● Feedback is given individually and in class as questions are run through as well as on the Hegarty Maths platform.</li> </ul>
<b>Media</b>	<p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Expect homework every 2-3 weeks</li> <li>● Year 11 tasks are typically set around practical coursework production following a weekly set list of items needed to develop knowledge of theory, examples from the film industry and students' own ideas. Year 10s involves theory revision, exploration and analysis of set texts and development of film industry knowledge.</li> <li>● Feedback is given individually as it contributes to classwork and coursework as well as whole class feedback.</li> </ul>
<b>Languages</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Expect homework weekly</li> <li>● Typically homework involves deepening vocabulary knowledge,which is then quizzed twice a fortnight in class with feedback given. Other tasks include productive tasks: a speaking, writing or reading activity (e.g. translation, cloze passages, etc).</li> <li>● Feedback in class either whole class or with individual feedback on Google Classroom.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Expect homework weekly</li> <li>● Typically homework involves deepening vocabulary knowledge,which is then quizzed twice a fortnight in class with feedback given.</li> <li>● Other tasks include productive tasks, often exam practice using Exam Pro to develop reading and listening skills for assessments.</li> <li>● Feedback in class either whole class or with individual feedback on Google Classroom.</li> </ul>
<b>Music</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Expect homework every 3-4 weeks</li> <li>● Tasks will embed and extend listening/appraising skills and to secure the knowledge and use of key words used in that topic. These will be Google quizzes with extracts of music to listen to in the topic covered and questions asked about that extract. Key words and musical theory covered in the topic will also be tested.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>● Expect homework every 2 - 3 weeks</li> <li>● Students will embed and extend listening/appraising skills, to secure the knowledge and use of key words and to assess progress with coursework (performing and composing). Tasks will cover the Areas of Study and consist of exam style listening questions, testing the understanding of key musical vocab, preparation for (and embedding of) class work and practice for practical exams.</li> <li>● Feedback will be given in class as the work relates to content and performance in lesson times</li> </ul>
<b>PE</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>● Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>● Expect homework to be set for the 3 weeks prior to each assessment in a half term</li> </ul>

	<ul style="list-style-type: none"> <li>Typically students will be completing practical tasks or revising important PE theory and examples that form part of the assessment before they move onto the next unit.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>Expect homework fortnightly</li> <li>Tasks are set to deepen knowledge of PE theory and application including: Seneca quizzing, mini tests, content quizzes and some project work to explore PE concepts or case studies.</li> <li>Homework is checked in class with individual and class feedback used.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>We do not set specific homework for PSHE, often because content needs expert guidance in school.</li> <li>However, all of the content covered in lessons includes teachers alerting students to opportunities for them to extend or further explore what has been covered beyond the classroom.</li> </ul>
<b>Religious Studies</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>Homework is deliberately mapped out across the curriculum and so is set at specific points in each topic (unit of work) so that it reinforces and extends student learning at the most relevant times.</li> <li>Expect homework every 2-3 weeks</li> <li>Tasks commonly get students to research upcoming topics, develop understanding of concepts studied in class, quiz key theory and ideas from lesson to embed learning.</li> <li>Work is individually checked with Google Forms and Seneca quizzing used to provide feedback.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>Expect homework weekly</li> <li>Tasks increase the depth of understanding around concepts explored in class and apply this learning to exam style responses and guided research tasks.</li> <li>Work is given individual feedback, with common errors explored in class.</li> </ul>
<b>Science</b>	<p>Year 7-9</p> <ul style="list-style-type: none"> <li>Expect homework weekly or fortnightly</li> <li>Tasks fall into three categories: Scientific Literacy (Memorising key words and summarising science texts), Scientific Numeracy (Watching / making notes using a video tutorial + completing quiz at home) &amp; How Science Works (Investigative Skills). A mix of whole-class and individual digital feedback will be given.</li> </ul> <p>Year 10-11</p> <ul style="list-style-type: none"> <li>Expect homework weekly or fortnightly</li> <li>Two homeworks per module designed to embed the curriculum over time and familiarise students with success criteria. <ul style="list-style-type: none"> <li>Homework 1 (Memorisation): Students memorise a set of questions at the start of a new module and are assessed on these commonly asked questions at the end of the module in class. Whole class feedback given.</li> <li>Homework 2 (Review and Exam Practice): Students to watch a lesson tutorial, make notes, practice exam questions and self-mark using the mark schemes in their digital revision pack after the module is complete</li> </ul> </li> </ul>
<b>Sociology</b>	<p>Year 10-11</p> <ul style="list-style-type: none"> <li>Expect homework weekly</li> <li>Typically revision of core knowledge from lessons, which are staggered in terms of demand so they develop in complexity as the course progresses. Students will cover theory, examples and case studies as well as practising how to write about these.</li> <li>Feedback via tests in subsequent lessons and individual written feedback</li> </ul>

### Work set for students who are absent

To ensure all our students who are absent are able to continue accessing their learning and receive feedback on their work we will:

- Ensure the lesson is uploaded to Google Classroom so students are able to access this from home - students will follow their normal timetable from home so lessons will need to be there as they're happening live in school.
- Maintain contact with absent students through Google Classroom, including giving feedback on their work
- Alert the relevant YO if students miss work that is not caught up with after being reminded by their teacher and then followed up by the Head of Faculty/Subject