



ASPIRATIONS

Homework Strategy

Magna Academy

2023-24

| Version Control | |
|---|---|
| Homework Strategy 2023-07-31 | Addition of “know more remember more” focus. Addition of requirement for staff to SPOT check self-quizzing Minor rewording. |

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1. Rationale

Homework is work that is set to be completed outside of the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. Homework is important in raising student achievement, and should enhance student learning opportunities.

"Homework is not an optional extra, but an essential part of a good education". The Education Endowment Fund underlines in its research how the regular setting of meaningful homework tasks can result in additional progress for secondary students (+5 months). At Magna Academy Poole, we recognise that homework plays an integral role in the education of our students. It enhances learning, improves attainment, develops organisational skills and promotes independent learning. Homework reinforces the educational process and supports good habits that are essential for examination success and lifelong learning.

The Education Endowment Foundation (EEF) states that *'effective homework is associated with short, focused tasks which relate directly to what is being taught and is built upon in school'* (Dabell, 2019).

The impact of homework on student progress will be assessed through the wider academy Quality Assurance (QA) programme.

2. Purpose of Homework

- To help students to know more and remember more.
- Provide opportunities to support and reinforce learning.
- To allow for practice and consolidation of work done in class.
- To prepare for future assessment - effective revision.
- To provide further formative assessment opportunities.
- To provide training for students in planning and time management.
- To encourage students to take some responsibility for their learning - growth mindset.
- To develop strong independent study habits and routines.
- To provide opportunities for enrichment of work covered in the academy.
- To provide opportunities for individualised effort and initiative

3. Format of Homework

Work set will align with one or more of the following principles; embed, extend, improve, or apply.

- Embed - Consolidating learning that has taken place in the classroom, e.g. effective revision for assessment or learning key knowledge. We know that we need to come across information 4 or 5 times in a variety of different ways, if we are going to embed them into our long term memory.
- Extend - Move the understanding beyond what has been achieved in the classroom, e.g. adding breadth to their existing knowledge.
- Improve - Refine and develop skills and knowledge learnt in the classroom based on written or verbal feedback from the teacher, through evidence of improvement lessons, Personalised Learning Checklists (PLCs) and question level analysis post assessment.
- Apply - Use learning from the classroom to complete a specific task, e.g. writing a practice exam question based on content covered in a lesson.

Homework (KS4) may be set in a variety of formats (worksheets, exam papers, booklets, online) and should also be set on Google Classroom. Setting work in this way results in the generation of a calendar reminder for both staff and students.

Therefore, students do not need planners as students, parents/carers and staff can access the calendar and ensure that tasks are prioritised, and deadlines met. The homework programme can also be found on the academy website, displayed in tutor rooms and printed as a copy in a students knowledge organiser folder for each unit. Additional homework may be set within subject areas providing that the timing allocation for that subject is adhered to.

4. Homework setting and monitoring

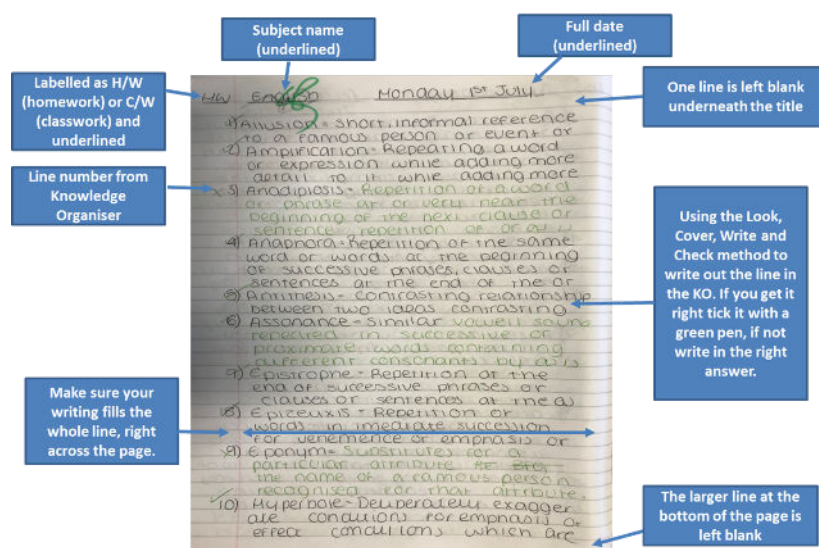
Students should complete their homework each evening following the academy homework timetable.

At KS4, students should also be given one week to complete their homework, in this way they can manage their own time and deadlines. Please note that it may not always be possible to align the homework programme with the academy timetable and therefore staff should set homework on the appropriate day.

Homework will normally be marked in class, either by self or peer-marked. Where this is not appropriate, teachers will mark homework in line with the frequency stated in the Feedback Strategy. Teaching staff will be required to build in opportunities to SPOT check that students have completed their subject self-quizzing to the required standards. Cold calling can be used to quality assure and for retrieval purposes.

Departments must add homework marks to their subject tracking spreadsheet for each class to monitor completion, which will allow any issues to be identified, addressed promptly and used to support staff in projecting end of course grades.

At KS3, tutors will check the completion of homework as part of their daily morning tutor checks. Tutors must check that a full page (except where reasonable adjustments have been agreed due to SEND/SEMH needs) of self-quizzing has been completed to a high standard, and then sign and strike through the page with a highlighter (please refer to example of Self-Quizzing best practice below). Students should not move onto the next set of lines in a subject until the lines currently self-quizzed are correct.



Tutors must also check students have completed their reading summary paragraph and carry out regular spot checks by asking a sample of students about their reading. For Tassomai, a spreadsheet of non completers will be shared with tutors the day after each homework is due, tutors must highlight in red any students who should not receive a detention.

Non-Completion of Homework

- Non-completion of self-quizzing and/or subject set tasks will be followed up via home contact by the tutor in the first instance, and suitable support put into place. Continued non-completion of homework will result in appropriate sanctions of either 30 or 60 minutes depending on the length of the homework.
- Non-completion of Tassomai/Sparx tasks will result in negative points being awarded via our Management Information System (Arbor), culminating in homework detentions for continued non-completion or submission.
- At KS4 and KS5, subject homework will be checked by the class teacher in the lesson.

Students who produce excellent homework and go above and beyond will be rewarded in line with our Recognition, Rewards and Competition Strategy.

5. Academy Homework Support

The academy provides a homework club to support students in completing their homework. This takes place every day from 3pm till 4pm in the Open Tech area. Additional support includes homework clubs run in curriculum areas for subject specific tasks.

6. Homework Schedule

Key Stage 3

- Students will follow the core homework timetable below. This underpins the learning that takes place within each unit, and it is expected that all tasks are completed in full. Each task should take approximately 30 minutes to complete.

| Year 7 and 8 | Mon | Tue | Wed | Thu | Fri |
|-------------------------|---|------------|------------|--|------------|
| Self-Quizzing | Maths | English | Science | History - Week 1 Geography - Week 2 | MFL |
| Reading/Tassomai/Sparx* | Reading | Maths | Reading | Reading | Science |
| *Sparx | Set first lesson of the week, due in the first lesson of the following week | | | | |

| Year 9 | Mon | Tue | Wed | Thu | Fri |
|-------------------------|---|---------|---------|-----------|---------|
| Self-Quizzing (wk 1) | Maths | English | MFL | Geography | Science |
| Self-Quizzing (wk 2) | Maths | English | MFL | History | Science |
| Reading/Tassomai/Sparx* | Reading | Maths | Reading | Reading | Science |
| *Sparx | Set first lesson of the week, due in the first lesson of the following week | | | | |

Expectations

1. Students should self-quiz for 30 minutes on the lines set in the homework grid, using the Look, Cover, Write, Check method. Corrections in green pen.
2. Students complete Tassomai/Sparx online and are expected to achieve 30 questions answered correctly, per subject, per week (this would mean 60 correct answers per week).
3. For three nights per week, students will read an appropriate text of their own choice (Reading for Pleasure) for 20 minutes minimum and then write a short summary (half a page, 10 minutes) in their self-quizzing books about what they have read. Students may use the list of questions and sentence starters that they are issued as part of their Knowledge Organisers, to help structure their summary. There is a suggested reading list on the academy website.

Key Stage 4

Students will follow the core homework timetable below. This underpins the learning that takes place within each unit, and it is expected that all tasks are completed in full.

| Year 10 & 11 | Mon | Tue | Wed | Thu | Fri |
|--------------|--------------|---|----------|---------------|--------------------|
| Subject 1 | Maths | MFL or alternative option if not taking a MFL | Option 1 | Maths (Sparx) | Science (Tassomai) |
| Subject 2 | English Lang | History/ Geography | Science | English Lit | Option 2 |

Expectations:

1. Students will receive two 1 hour subject homeworks each night.
2. Subject 1 - 30 minutes of self-quizzing, whilst the other 30 minutes will be set by the class teacher
3. Subject 2 - 30 minutes of self-quizzing, whilst the other 30 minutes will be set by the class teacher
4. For Science, on a Friday students complete Tassomai homework. Students must achieve 60 correct answers.
5. For Maths: On a Thursday students begin that week's Sparx homework. As students must achieve 100% correct answers, this gives them time to seek additional help from the teacher before completing their homework on Monday night. If a student has completed the homework on Thursday, they are encouraged to complete the 'XP Boost' and Target tasks that show on their homepage on a Monday.

Key Stage 5

Year 12 and 13 homework comprise self-quizzing and subject specific tasks set each week for individual A Level and BTEC subjects.

Prior to setting and marking a piece of work both students and teachers should be clear about the success criteria that will be used to mark and assess the work. Work should be set via Sixth Form Google subject classrooms, enabling Sixth Form tutors the ability to follow up tasks with students, and allowing for the monitoring of quality and frequency of work being set.

Students will be expected to study independently outside of lessons. There will be opportunities to complete Wider Independent Study (WIS) during supervised private study, and at home. WIS tasks will help to develop students' academic initiative and consists of watching, listening to and reading around specific elements of each subject leading to enhanced subject knowledge and cultural capital.

Sixth Form Homework Task Examples:

- Preparatory notes
- Flip learning
- Practice
- Exam practice
- Essay completion
- Assignment research or write up
- DEAR subject specific reading, reflection and response

Teachers should be selective in the work they give quality feedback on - deep marking of a high quality. Marking should ensure that students understand their achievements, the strengths of their work and that effort is recognised. Actions (differentiated if necessary) should be given for development and improvement so students know what to do to make progress. Opportunities for peer and self assessment should be provided, supported and structured using appropriate success criteria. Encourage learners to think things through, avoid giving them the answers too quickly. marking/feedback should help structure the next lesson(s).

Deep marking (three times per half term) should be meaningful and allow students to make progress acting on the comments given. Developmental comments are more likely to raise standards as students will understand the key reasons for their learning.

CAR - Comment, Action and Response

- Comment - praise/acknowledge success/achievement/effort. Grades reflect the mark scheme.
- Action - practical feedback about how to improve directly linked to learning objectives/success criteria.
- Response - student follows up on action points. Teacher checks responses to see how/if progress/success has been achieved.

An example two-week homework cycle for Sixth Form is as follows;

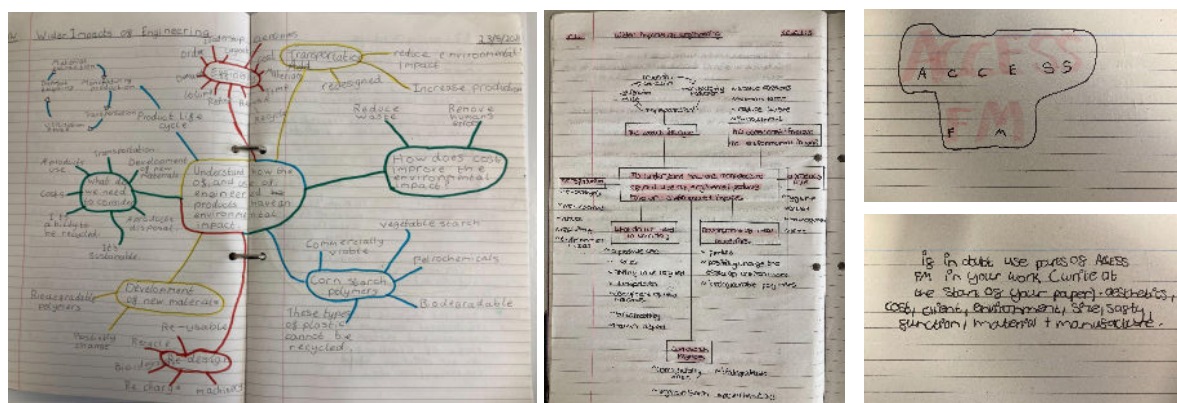
| Subject | Teaching Hours | HW (Hours) | WIS (Hours) |
|----------|----------------|------------|-------------|
| Option A | 9 | 9 | 2 |
| Option B | 9 | 9 | 2 |
| Option C | 9 | 9 | 2 |

7. Effective Revision and Personalised Learning Checklists (PLCs)

Week 5 of Each Unit for KS3/4:

- In week 5 of each unit, students have the choice to replace self-quizzing with multiple effective revision techniques (please refer to the example below).
- Students will need to keep a daily revision log in their self-quizzing exercise books with evidence of techniques used to show their tutors. Each page will need to be dated and content kept neat and tidy following our self-quizzing expectations.

Examples of effective revision - mind maps and flashcards:



Effective Revision Homework for all Year Groups:

- In preparation for mock examination periods, each year group has a designated effective revision fortnight where subjects collapse their curriculum delivery and work on the academy effective learning strategies and revision techniques.
- During the effective revision period, subjects need to provide a paper copy of their Personalised Learning Checklist of content and/or skills that will be covered in the exam. Electronic copies are saved in a shared file and made available on the effective revision GC page.
- Students are encouraged, with teacher support, to RAG rate objectives to prioritise their revision needs.
- Subjects are to use the techniques shared on the 'effective revision GC page' and modelled to them during the lessons for students to mirror at home.
- During the beginning of the effective revision period, to the end of the exam period, students are not required to self quiz.
- During the effective revision period students are required to complete a 30 minute revision technique for each subject designated in their year group homework table for that evening. The technique can be self-directed or directed by the subject teacher during the revision lesson in support.

- Students will need to keep a daily revision log in their self-quizzing exercise books with evidence of techniques used to show their tutors. Each page will need to be dated and content kept neat and tidy following our self-quizzing expectations.
- Students are encouraged to use the following techniques found on the google classroom page to match those modelled by subject staff:

| Learning Strategies | Revision Techniques |
|--|---|
| Concrete Examples Dual Coding Elaboration Interleaving Retrieval Spaced | Acronyms & Mnemonics Blurting revision Flash/cue cards - Leitner method Mind maps & retrieval clocks Past papers Skeleton essays Summarise & Teach others |

Links to effective revision documents:

- [Students revision handbooks](#)
- [Personalised Learning Checklists \(PLCs\)](#)
- [Workshop sessions 1-10](#)