



ASPIRATIONS

Homework Strategy

Magna Academy

Version Control	
Homework Strategy July 2024	Removal of 'Knowledge Organiser' and replaced with Self-Quizzing or homework booklet. Week A Self-Quizzing and Week B Effective Revision Updated Homework tables updated KS4 exam style questions or vocational assessment prep KS5 WIS 'flipped learning' updated

Date of next review:	July 2025	Owner:	Vice Principal (Curriculum)
Type of document:	Academy Strategy	Approval Level:	Principal

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 (EOI) 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 homework 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 KS4/5, 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/effective revision to the required standards. Cold calling can be used to quality assure and for retrieval purposes.

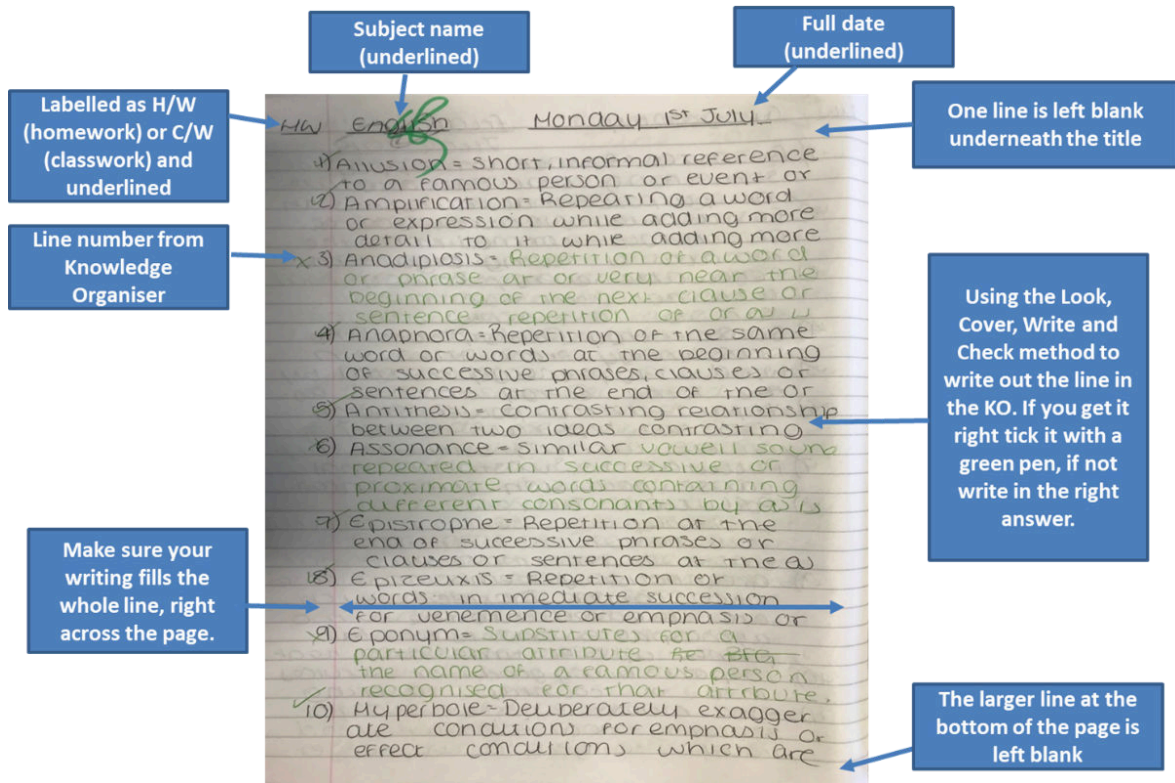
Departments must add homework marks to their subject tracking spreadsheet for each class to monitor completion, which will allow any issues to be identified, addressed promptly and used to support staff in projecting end of course grades.

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/effective revision has been completed to a high standard, and then sign and strike through the page with a highlighter

Week A - Self-Quizzing:

- Students should self-quiz for 30 minutes on the lines set in the homework grid, using the Look, Cover, Write, Check method. See the guide on the next page.
- Corrections using a green pen (see self-quizzing example).
- There will be a self-quizzing test in each unit for every subject.

Please refer to an example of Self-Quizzing best practice below.

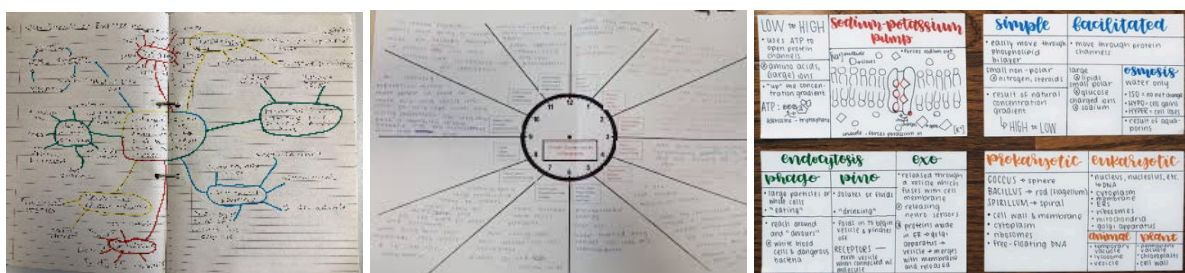


Week B - Effective Revision:

- Students have the choice to replace self-quizzing with multiple effective revision techniques including mind maps, retrieval clocks or flashcards. See table 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.

Please refer to an example of Effective Revision best practice below.

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



Tassomai (Science) & Sparx (Maths) (KS3/4 Only):

- 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).

Sparx Reader (KS3 Only):

- Homework will be set at 3pm on a Wednesday, and due at 3pm the following Wednesday. Students will be required to achieve a minimum of 400 Sparx Reader Points (SRPs) per week. It is estimated completion time of up to 60 minutes. This homework will be checked by the student's English teacher each week.

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.

KS3	Monday	Tuesday	Wednesday	Thursday	Friday
Self-Quizzing & Effective Revision	Maths	English	Science	History - Wk 1 Geog - Wk 2	MFL
Sparx Reading/Tassomai Science/ Sparx Maths*	Maths* (Sparx)	Reading** (Sparx)	Reading (Sparx)	Reading (Sparx)	Science (Tassomai)
*Sparx Maths	Set first lesson of the week, due in the first lesson of the following week				
**Sparx Reader	Set at 3pm on a Tuesday and due 3pm on the following Tuesday				

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.

KS4	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Maths SQ	MFL (French/Spanish) or Option 3 SQ	Option 1 SQ	Maths (Sparx)* 100% correct answers	Science (Tassomai) 60 correct answers
Subject 2	English Language SQ	History or Geography SQ	Science SQ	English Literature SQ	Option 2 SQ
*Sparx Maths	Set Thursday and due on Monday				

Expectations:

- Students will receive two 1 hour subject homeworks each night.
- Subject 1 - 30 minutes of self-quizzing, whilst the other 30 minutes will be set by the class teacher in the form of exam style questions or controlled assessment preparation.
- Subject 2 - 30 minutes of self-quizzing, whilst the other 30 minutes will be set by the class teacher in the form of exam style questions or controlled assessment preparation.
- For Science, on a Friday students complete Tassomai homework. Students must achieve 60 correct answers.
- 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

- 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.

KS5	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1 Self Quizzing	Option A	Option C	Option B	Option A	Option C
Subject 2 Self Quizzing	Options B	Option A	Option C	Option B	

Subject Specific Homework:

- Subject specific tasks will be set each week for individual A Level and BTEC subjects.
- Work will be set via the subject google classroom pages with due dates stated.
- For every one hour of teaching there should be one hour of homework set.

- 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.

Wider Independent Study (WIS):

- Students will be expected to study independently outside of lessons.
- 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.
- The expectation is that two hours of WIS are set per subject per week.
- This is a 'flipped learning' approach meaning students will present their findings to the class as a starter task at the agreed due date.

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.