



Parents'/Carers' Guide to Homework

The Purpose of Homework

The purpose of homework changes as children progress through their school life. We want our students to enjoy learning and see the value of learning beyond the classroom; we want students to develop a strong and disciplined work ethic and we want to help support students in being able to study independently. Homework can help to achieve all of these things, but it has to be carefully designed to ensure that it is both manageable and effective. It is also important that the homework tasks set do not cause students, and their families, a great deal of stress.

The research base and rationale behind our approach to homework

Evidence suggests regular knowledge retrieval is the most effective learning strategy; retrieval practice strengthens connections to the long-term memory, making it easier for students to recall information when they need to.

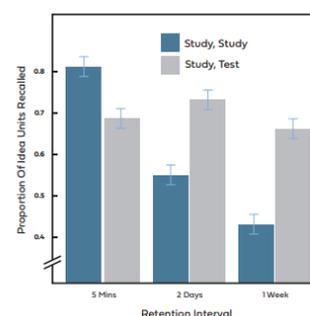
As the evidence suggests, students will forget much of the knowledge taught if it is not reviewed regularly and practice testing is one of the most highly effective learning techniques (Dunlosky et al 2013). For this reason, homework tasks are designed in the form of knowledge retrieval practice to allow students to strengthen connections to long-term memory and to retain more information over time.

Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.

The Testing Effect

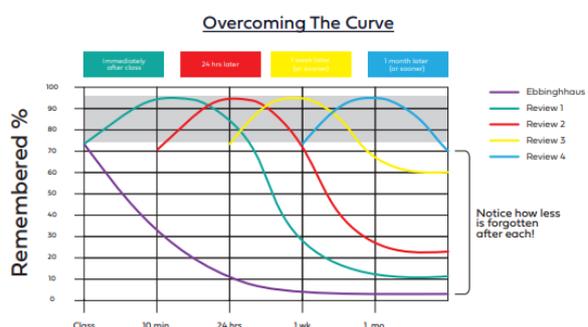
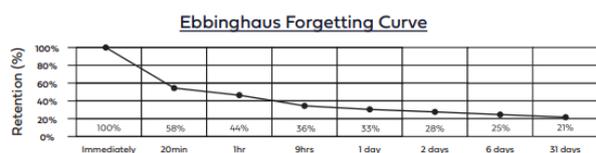
Roediger & Karpicke's research shows us that if students are tested regularly after their learning, over time they have a far better chance of retaining this information. This testing should be low-stakes and non-threatening.



Ebbinghaus Forgetting Curve

In 1900 a German psychologist, Hermann Ebbinghaus drew attention to the fact that we forget a large proportion of what we learn.

We can't stop the process of forgetting but we can reduce it by regular review and retrieval.



Students will therefore use some of their allocated homework time to:

- create flashcards after the lesson using the knowledge organisers- all found within the knowledge book/folder issued to students.
- regularly self-test using these flashcards and retrieval practice questions.
- Use platforms such as 'Seneca learning', Hegarty Maths and GCSEpod to self-test.

The focus of the retrieval practice for each week will be shared with students so they know what part of the topic/knowledge organiser to focus their efforts on. This will be recorded in the students' exercise books.

Subject: _____ Teaching Block: _____			
Week beginning	Retrieval focus (Which bit of knowledge organiser should I focus on?)	Homework Forms quiz (tick when complete and record your score)	Score / 10 on retrieval quiz (in lesson)
			

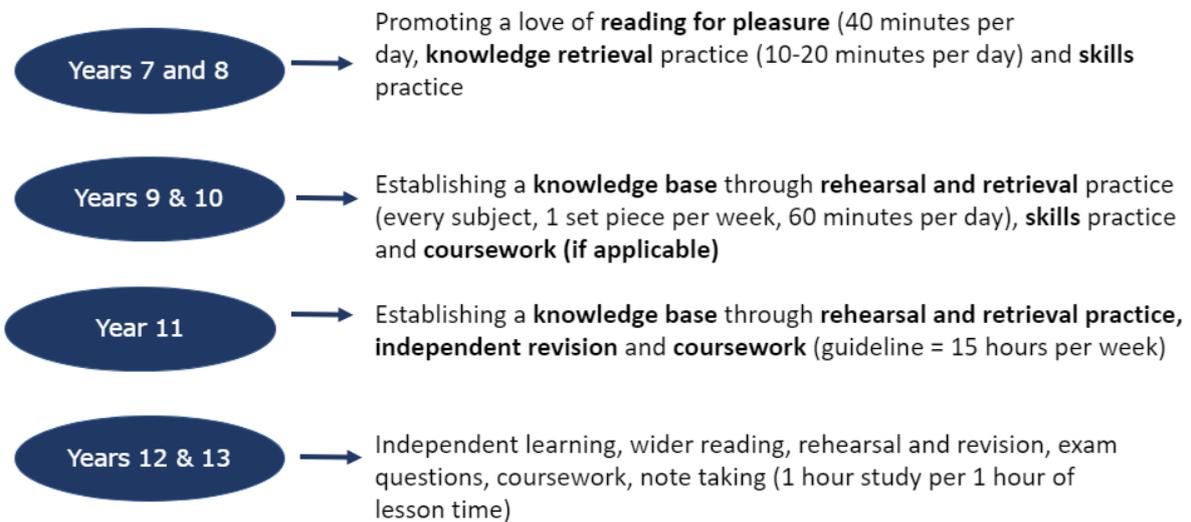
Teachers will plan 'retrieval' tasks at the start of lessons to provide opportunities for students to remember/recall the knowledge they have learnt. Homework activities will therefore encourage and allow students to prepare for the retrieval tasks.

Example of the knowledge retrieval overview in students' exercise books



Homework expectations across a student's school career

Naturally, as students progress through their school careers, the homework expectations will change. The principles of effective learning do not change, so you can see that the retrieval practice and use of self-testing runs throughout but as students enter into their GCSE/OCR and A-level studies there will inevitably be a need for additional homework tasks to be set. The diagram below provides an outline of these expectations across the year groups.



Students will also be expected to revise for their end of teaching block assessments which happen in all subjects across Year 7-13.

Reading expectations:

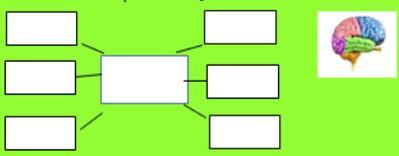
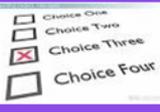
We want our students to be exposed to great literature and develop a love for reading. We can create this through our curriculum and through our in-school reading programmes but we would also like to see our students read outside of school. In Year 7 and 8 this is an important part of their homework and students should log the books that they read in their planner. Year 7 students will also be expected to write a book review once per half-term and their tutor/English teacher will support them in this.

Where and how is my child's homework recorded?

Your child's teacher will record the homework on MS Teams in the Assignments section. This will be scheduled for the day the homework is set in class and the due date will be identified on there. If the homework involves any resources or using any online platforms, this will be attached, or links shared. It is therefore very important that your child gets into good habits of logging into **MS Teams** every day and viewing the assignments that have been set. There is a parents' guide to MS Teams and the Assignment function on the school website which can be found in the Curriculum: Revision and Support section.

How you can support your children with their homework?

During the induction day(s) in September, students are taught/reminded of the most effective ways to revise and given opportunity to practice the important study skills such as making effective flashcards. Below is an outline of the retrieval practice strategies that your child will be guided to use.

How to make my learning stick	
<p>Braindump Write the name of a topic at the top of the page and write down everything you can remember about this topic. This could include diagrams, pictures, formulae, quotes, key names.</p> <p>Give yourself a time limit! (e.g. 4 mins)</p>  <p>When you have included as much as you can (from memory), then check your notes/knowledge organiser and add these on. Highlight those and focus on these next time.</p>	<p>Flashcards Create your own flashcards. Question or key word on one side, answer/definition on the other.</p> <p>Rules of creating effective flashcards:</p> <ul style="list-style-type: none"> - Keep the answer brief and focussed. - Use visual images to help prompt the memory. - When using them to test yourself, give thinking time before turning over the card. - Keep revisiting the flashcards.  <p>You need to use these flashcards regularly - revisiting the ones you get wrong more frequently. Get someone to test you.</p>
<p>Look, Cover, Write, Check Using your knowledge organiser:</p> <ul style="list-style-type: none"> - Look at a section for 3 mins and try to memorise the information. - Cover over the knowledge organiser - Write down what you can remember on a blank sheet of paper - Check it against the knowledge organiser. What did you miss? - Repeat this process regularly and build this up until you can reproduce the whole knowledge organiser without looking. 	<p>Self-testing and quizzing Use multiple-choice questions to test yourself. You can also use your flashcards for this.</p>  <p>You will get it wrong sometimes - this is not failure, this is part of the learning process. Stick with these methods and it will 'stick'!</p>

You can help your children by routinely testing them using their flashcards or their retrieval questions. You can remind them of these strategies and encourage them to use these when preparing for retrieval quizzes or assessments. These videos are useful to demonstrate how your child might use these strategies:



Creating Flashcards:

https://www.youtube.com/watch?v=A_Ro0NvtVE&list=PLJ8K_5RbGziy3GTA9hUBPK_e8nKfVaH7&index=6

Using Flashcards: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

Look, cover, write, check:

https://www.youtube.com/watch?v=LLZvCymL4rU&t=0s&list=PLJ8K_5RbGziy3GTA9hUBPK_e8nKfVaH7&index=2

Summary of homework expectations (subject overview)

Whilst every subject will be setting homework within this framework of retrieval practice and self-testing, we recognise that the nature of the varied subject disciplines means that the precise nature of this will vary and the frequency of lessons varies between subjects. For this reason, you will find below a summary of the departmental expectations. This can be used as a reference guide for you and your child.

At the end of this booklet you will find a FAQ/problem solving reference and a glossary for some of the terminology used (in bold) so please refer to this for further guidance.

Year 7 & 8

Subject	Homework expectation	Frequency
Maths	1 ' Hegarty Maths ' task per week. Students should watch the video, make notes in their Hegarty homework book and then complete the quiz, showing the method and working for each question in the Hegarty homework book.	Weekly – the homework will always be set on the same day and due 6 days later.
English	Retrieval tasks set which link to a particular area of the knowledge organiser. To be completed in the pink homework book.	Weekly
Science	Students must create flashcards on the specific topics identified by the teacher. These will be checked in lessons. There may also be tasks set on Seneca learning where appropriate.	Weekly
History	Students have to prepare for retrieval activities linked to a specific part of the knowledge organiser. They may be asked to produce flashcards, self-test using the knowledge retrieval questions or use the look-cover-write-check method.	Weekly



	Approximately every 3 weeks, students are required to produce revision resources linked to the topic for in-lesson extended writing activities. These resources will be checked by the classroom teacher.	
Geography	Flashcards to be created and learned- specific parts of knowledge organiser will be identified by the teacher.	Weekly
RE	2 Forms quizzes per teaching block and flashcards fortnightly	Fortnightly
French	Students will have a list of vocabulary that they need to learn each week which will be tested the following week. They have these recorded in their vocabulary books and can use the cover-check method to self-test.	Weekly
Technology	Students will be directed to create sets of flashcards across the course of the teaching block. There will be 1 Forms quiz set in each teaching block.	Per teaching block (10 lessons)
Food & Nutrition	Students will be directed to create sets of flashcards across the course of the teaching block. There will be 1 Forms quiz set in each teaching block.	
Art	Three practical home learning tasks One reading home learning task. One research home learning One Forms quiz	Per teaching block (10 lessons)
Music	Students will be asked to create flashcards linked to specific parts of the knowledge organiser during block 1 in year 7. During blocks 2 through 6: One listening task for detailed discussion in lesson and one Forms quiz.	Weekly during Teaching block 1 of Year 7 Twice per teaching block thereafter.
Computer science	Weekly independent knowledge retrieval practice using Knowledge organisers or online resources, with 2 to 3 Forms quizzes per teaching block to assess understanding.	Weekly

Year 9, 10 & 11

Subject	Homework expectation	Frequency
Maths	1 Hegarty Maths set each week plus 1 MemRi task (also on Hegarty Maths). Year 11 will also be given a weekly written homework to complete.	Weekly – the homework will always be set on the same day and due 6 days later.
English	Retrieval tasks set which link to a particular area of the knowledge organiser. To be completed in the pink homework book. Year 10& 11 students will also be set weekly tasks on named topics/areas of study.	Weekly
Science	Students must create flashcards on the specific topics identified by the teacher. These will be checked in lesson.	Weekly



	There may also be tasks set on Seneca learning where appropriate. Skill practice e.g. balancing equations, calculations, 6 mark questions may also be set as appropriate.	
History	Students have to prepare for retrieval activities linked to a specific part of the knowledge organiser. They may be asked to produce flashcards, self-test using the knowledge retrieval questions or use the look-cover-write-check method. From January additional tasks using the textbook will be set as appropriate and checked by the teacher.	Weekly
Geography	Flashcards to be created and learned- specific parts of knowledge organiser will be identified by the teacher.	Weekly
RE	3 Forms quizzes per teaching block and flashcards weekly. Students may also be required to complete additional tasks to consolidate classroom learning.	Weekly
French	Students will have a list of vocabulary that they need to learn each week which will be tested the following week. Students must also prepare for the Verbmaster Programme with drill practice exercises. Teachers will also set practice examination-style questions and grammar drill exercises (1 week to complete)	Weekly
	Forms quiz with revision checklists.	Monthly
German	Students will have a list of vocabulary that they need to learn each week which will be tested the following week. Students must also complete the Verbmaster Programme with drill practice exercises. Each Week: Verbmaster Programme Each Week: Vocabulary Learning - tested in class Each Week: Grammar/vocabulary Drill Practice exercises or Kerboodle tasks.	Weekly
	Each month - practice exam questions & Forms quiz with revision checklists.	Monthly
Technology	2 year early entry course - Weekly homework which will be either flashcards (monitored by teacher) or Forms quiz	Weekly
	3 year course - Fortnightly homework consisting of design tasks, flashcards (monitored by teacher) and Forms quizzes.	Fortnightly
Food & Nutrition	2 year early entry course - Weekly homework which will be either flashcards (monitored by teacher) or Forms quiz.	Weekly
	3 year course - Fortnightly homework consisting of design tasks, flashcards (monitored by teacher) and Forms quizzes.	Fortnightly
Art	Three practical home learning tasks One reading home learning task. One research home learning One Forms quiz	Per teaching block (10 lessons)



	Year 10 & 11 students will also be expected to complete ongoing work for their projects and sketchbooks, including analysis of their work, research on artists and developing independent ideas.	
Music	Unit 1 performance homework, plus knowledge retrieval for pitch and rhythm dictation. Flash cards as required (mainly in block 8) using the knowledge organiser. Year 10 & 11 students will also have coursework tasks to complete with prescribed deadlines.	Weekly
Computer science	Independent retrieval practice using knowledge organisers or online resources (such as GCSE Pod) or wider reading, plus a weekly Forms quiz.	Weekly
Business	Flashcards linked to particular knowledge organiser or Forms quiz.	Weekly
Media studies	Flashcards - paper 1 and paper 2 based on content from lesson in prep for knowledge retrieval in class. Depending upon topic, homework may include work on NEA, exam-style essay questions, research or quiz-questions.	Weekly
Health & Social	Weekly updates on coursework expected in order to meet deadlines. Year 10 & 11 students will also have weekly flashcards for knowledge retrieval to prepare them for their exam unit.	Weekly
Drama	Flashcards - Sections A, B and C from Component One written paper based on content from lesson in prep for knowledge retrieval in class. Depending upon topic, homework may include work on NEA, exam-style essay questions, research or quiz-questions.	Weekly
GCSE PE	Flashcards for paper 1 and paper 2 based on content from lesson in preparation for knowledge retrieval in class.	Weekly
OCR Sport	Weekly updates on coursework expected in order to meet deadlines. Year 10 & 11 students will also have weekly flashcards for knowledge retrieval to prepare them for their exam unit.	Weekly

Sixth form expectations:

The same study habits are encouraged for our sixth-form students. They will be asked to do the following throughout their studies and this will be guided by their teachers.

Sixth-Form students should be spending 1-2 hours on independent study each day.

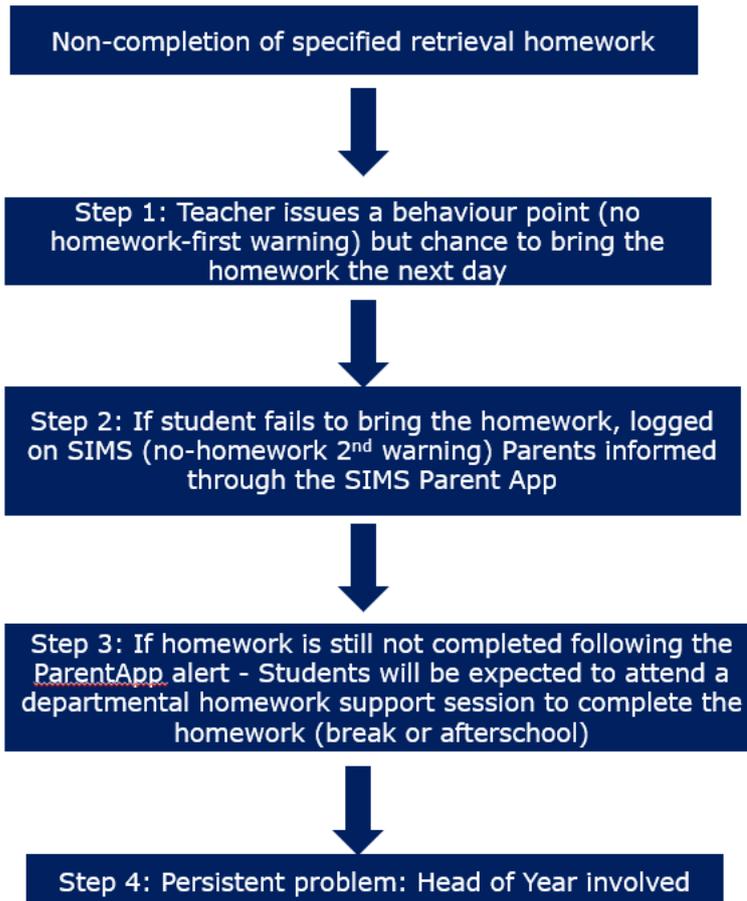
Homework tasks may include:

- Creating and using flashcards for knowledge retrieval
- Using online platforms such as Seneca or Memrise for retrieval and self-testing
- Completion of essays and practice exam questions
- Reading and research linked to the area of study
- At least one extended reading task/text each week for each of their subjects.



Sanctions for non-completion of homework

As we see homework as a valuable and important part of your child's learning, it is important that students are held responsible for completing this and are held to account when they do not. Below is an outline of the sanctions procedure for non-completion of homework.



You can really help us to support your child by using the SIMS Parent app and prompting your child to complete homework when you notice they have received a behaviour point for non-completion. This is their first warning and your support at this stage can avoid the further steps/sanctions.



Glossary of terminology used/FAQ

Hegarty Maths	<p>This is an online platform used by the Maths Department for their homework tasks. It consists of explanations, worked examples and videos and then tasks to complete online. All students have a login. If your child does not know the login, please contact their maths teacher.</p> <p>https://hegartymaths.com/login/learner</p>
Seneca Learning	<p>This is an online platform which covers a range of subjects and is great for retrieval practice. It includes lots of knowledge recaps and then mini-tests to assess your knowledge.</p> <p>Science use this and have issued students with a login. If your child does not know their login, please contact their science teacher.</p> <p>https://app.senecalearning.com/login</p>
Knowledge organisers	<p>Students have a knowledge organiser for every teaching block/topic in every subject. Year 7 & 8 students have these all within their knowledge books. There is an electronic copy of these found on the school website.</p> <p>https://www.framdurham.com/homework/</p> <p>Year 9-11 students have them all stored in their knowledge folders. These are ideal for self-testing, creating flashcards and using the Look, Cover, Write, Check method.</p>
Forms quiz	<p>Teachers will often set a Forms quiz for students to complete. This is using Microsoft Forms which all students have access to through their Office 365 login. They will be sent a link to follow through the Teams assignment and they should complete the quiz and submit.</p> <p>https://login.microsoftonline.com/</p>
MS Teams	<p>All students should use Teams. They log in to this using their Office 365 accounts and they can also download an app. All homework tasks will be set through the Assignment section of Teams and they will receive notifications of tasks due. There is a parents'/carers' guide to MS Teams on the school website.</p> <p>https://secureservercdn.net/45.40.148.117/lnz.08a.myftpupload.com/wp-content/uploads/2020/10/Family-and-Guardian-Guide-to-Microsoft-Teams.pdf</p>
GCSEpod	<p>This is a package that we subscribe to for GCSE students. There is a useful parents'/carers' guide to the use of GCSEpod that can be found here: https://www.gcsepod.com/parent-resources/ All Year 11 students have a login. Please contact their Head of Year or their mentor if they have lost their login.</p>