



Glyn
School

HOMework POLICY 2021-22

Monitoring, Evaluation and Review

Policy Originator	R Picken	Monitoring & Evaluation by	T Hayter
Group Responsible	LMT	Review Period	Annually
Date approved	July 21	Review Date	July 22

Contents

1. The Impact and Purpose of Homework	2
2. The Purpose of Homework	2
3.a Enriching the Learning Homework	3
5. Homework Setting and Submitting	5
Appendix 1 - Self-quizzing Tasks for Year 7 and Year 8	6
Appendix 2 - Consolidation of Learning Tasks for Years 9 - 13	8

1. The Impact and Purpose of Homework

At Glyn School, we believe homework is an essential part of learning. It has huge potential to support our students in being able to know, remember, understand and do more. It plays a crucial role in supporting students on their journey to independence and being able to self-regulate their own learning.

This view is informed by research on homework:

- The Education Endowment Foundation found that effective homework can lead to five months' additional progress (up to eight months' in some cases).
- It has a greater impact on secondary students, with rote learning, practice or rehearsal being particularly effective.
- Evidence shows that our brains have a 'forgetting curve'. We remember 80% from the day before, which drops to 0% in a few days if we do not go back to it. Self-quizzing practices retrieve information from memory. Each time you practice recalling what you know, the rate and amount of forgetting is reduced, as retrieving something back into working memory slows the rate of forgetting.

2. The Purpose of Homework

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

Homework Theme	Purpose
Self-quizzing	To practice or rehearse previous learning.
Preparation for Learning	To prepare for the following lesson.
Consolidation of Learning	Making sense of previous learning.
Enriching the Learning	Focusing on depth, breadth or engagement.

At Glyn we have a broadly 'knowledge engaged' curriculum and knowledge organisers are a key focus of Learning and Teaching. They support our students in becoming Great Learners who engage in ongoing self-regulation of their own learning.

The nature of the homework tasks set will vary significantly between subjects, year groups and topics. However, research suggests the most effective tasks are;

- Frequent, short and focused on knowledge, which is integrated into lessons.
- Specific and task-orientated (open ended, problem solving tasks have lower effect sizes; especially for younger, lower prior attaining students).

One homework, which will be set for all students, across all subjects, is self-quizzing. This is where students use resources (such as 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.

There is no distinction between this type of homework and revision. Self-quizzing, which is a form of consolidation of learning, should be done shortly after and then at increasingly spaced out intervals after the topic has been initially studied. This model of homework allows us to support students' learning in the long term. This is based on what we know about 'desirable difficulty' practices, which promote stronger and longer lasting memories, which can be retrieved fluently and applied flexibly. A broader explanation of this model of learning, can be found in this [digitised document](#).

Teachers will support student self-quizzing by modelling what it looks like in each subject. They may use some generic self-quizzing techniques, which are shown in these [teacher walk through videos](#).

Students can practise self-quizzing in their exercise books, on lined paper or on Google Suite documents, depending on what has been set by their teacher. This is not work to be 'marked', but completion may be acknowledged and responded to by;

- students reviewing their self-quizzing and what they know, remember, understand, and can do
- teachers reviewing students' self-quizzing work
- students reflecting on the efficacy of their self-quizzing in light of their test scores. This is important for self-regulation as we know students are likely to overestimate the impact of poor revision strategies.

2.b Self-Regulation and Homework

One of our key goals is for students to become Great Learners who can self-regulate successfully. Self-regulation can be defined as the ability to manage [our] own behaviour and aspects of [our] learning. Research shows self-regulation is a key factor in students' success, leading to additional learning gains of up to seven months per year. These gains grow as students get older.

The 'I do, we do, you do' model of learning and teaching is one of our core principles. Through this model, we attempt gradual teacher release, where teachers slowly fade support so students are increasingly responsible for their own learning. Self-regulatory behaviours develop gradually over time with repeated practice. Evidence shows that students can be trained to develop self-regulation skills during homework activities.

Homework is a rich opportunity to improve students' self-regulation. We seek to support students in building these habits by regularly completing homework, without being directed to by their teachers.

The most effective self-regulating homework tasks consolidate learning so students:

1. Reflect on and reinforce their learning very soon after the lesson.
2. Build strong memories by going over knowledge at a few spaced out times after the lesson.
3. Retrieve learning from memory at an increasingly long time after the lesson.

(See Appendix 2)

3.a Enriching the Learning Homework

Enrichment tasks, which offer opportunities for more open-ended, independent learning, will be used infrequently because they should only be set once students are sufficiently proficient in a topic.

Supra-curricular tasks are those which enrich the learning beyond the core curriculum. Despite being used less frequently, they have key curricular functions;

1. They build students' cultural capital; *'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'* This should be knowledge which deliberately takes students beyond their horizons and the relevance or interests of their lives.
2. They build a wide range of generative knowledge. Greater 'cultural literacy' (Hirsch) allows students to know more, which in turn, means they can learn and remember more.
3. They strengthen understanding, memory and application of core knowledge. Whilst there is little curriculum time for this 'hinterland' or non-portable knowledge, without it, the curriculum "becomes a sterile and sanitised exam-ready product." This won't stick; the hinterland "is the fertile ground from which the core springs". (Counsell)

Subjects may set 'Enriching the Learning' homework, as part of the planned curriculum, for every year group, to support the core curriculum and build students' understanding, cultural capital and generative knowledge.

3.b Year 9 Enrichment homework: Things you must do/see/read/watch or visit by the end of Year 9

Despite each subject's curriculum intent varying, they share an intention to shine a light on the human experience. Each subject will create a bank of enrichment tasks around their Year 9 curriculum. This will include a range of tasks and experiences to see, read, do, watch etc. Most will be virtual or accessible online. However, some could suggest local or national sites and visits.

These tasks will be designed for students to independently browse and engage with. They may also be set as directed enrichment homework, as part of the planned curriculum. This close tie between the core curriculum, will ensure that enrichment tasks encourage students to think hard about and strengthen the core curriculum, through greater breadth or depth around it.

One strand of 'Things you must...' enrichment tasks will be 'things you must read' and will support aspects of the reading focus of the Language and Literacy Policy. This will support reading in each subject, including reading subject scholarship and reading for pleasure.

4. Frequency

Homework is integrated into our curriculum planning and the frequency of setting homework is determined by each Faculty/Subject to best suit their curriculum at each Key Stage.

Year	Purpose	Suggested Weighting
7	Literacy (reading) and Numeracy only (Other subjects only set self-quizzing work)	L&N every week/Other subjects as required
8	Literacy (reading) and Numeracy only (Other subjects only set self-quizzing work)	L&N every week/Other subjects as required

9	Literacy (reading) and Numeracy only (Other subjects only set self-quizzing and Enriching the Learning work).	L&N every week/Other subjects as required
10	Preparation for/Consolidation of Learning	Often
11	Preparation for/Consolidation of Learning	Often
12	Preparation for/Consolidation of Learning	Often
13	Preparation for/Consolidation of Learning	Often

Exceptions:

In order to support student well-being, the following exceptions to the Homework Policy will apply, when setting tasks over a school holiday.

- For students in Key Stage 3, there will be no homework set over a school holiday.
- For students in Key Stage 4/5, the only type of homework which should be set over a school holiday will be consolidation of learning tasks.

To support students' independent learning at KS5, the following applies:

- At KS5, students should reinforce every hour of learning in the classroom with an hour of independent study. This may be directed by a teacher as preparation for/consolidation of learning homework. But if no homework is set in a lesson, then students at KS5 must spend their independent learning time allocated to that hour in class on self-directed tasks, such as the ones featured in Appendix 2.

5. Homework Setting and Submitting

Homework is set via the Google Classroom platform. Homework will be set as an assignment with a title that indicates to students, Parents and Carers (who can receive updates as Google Classroom Guardians) that it is a homework assignment, rather than a classwork task.

Homework may be completed on Chromebooks in a Google Suite document or in hard copy. Whichever the method of completion, students must click 'submit' even if the work does not require a document being submitted on Google Classroom. Where students have completed work in hard copy, this will be monitored during lessons. Students may also take a photo or scan using their phone and upload this via Google Drive to hand it in on the assignment.

Appendix 1 - Self-quizzing Tasks for Year 7 and Year 8

These are [16 examples](#) of [self-quizzing](#) homework tasks which support students to;

1. Reinforce their learning and build strong memories by going over knowledge at a few spaced out times after the lesson.
2. Retrieve learning from memory at an increasingly long time after the lesson.

These tasks might vary across subjects, for example, practical subjects might have to reinforce learning through different self-quizzing tasks.

Self-quiz to reinforce their learning and build strong memories by going over knowledge <u>at a few spaced out times after the lesson</u>							
A. Create knowledge quiz questions with answers for knowledge from a few lessons ago.	B. Go back to any of the summaries you made after the lesson - try to reduce it to key words and pictures (stick man style)/ symbols or a diagram. Then quiz yourself on what the pictures/ symbols or diagrams mean.	C. Go back to something you learnt or a summary of your notes you wrote a while ago and, without looking, test yourself by trying to explain it in your own words again.	D. Use an online App like Senaca Learning and find your Key Stage and topics to go back over them using the materials and then take the quizzes.	E. Go back to your work to find questions and practise them again (do not look at your first answers). As you practise, ask yourself questions: <i>What do I need to do? How long do I have? How will I do this?</i>	F. Create flashcards of knowledge from previous lessons with words, dates, terms, equations or questions on one side and then the event, definition, explanation or answer on the other side.	G. Read through your knowledge organiser and focus on a section of it to quiz yourself on. Use the look, cover, write, check method until you can retrieve it from memory.	F. Create flashcards of knowledge from previous lessons with words, dates, terms, equations or questions on one side and then the event, definition, explanation or answer on the other side.
Self-quiz by retrieving learning from memory <u>at an increasingly long time after the lesson</u>							
A. Keep adding to and going back to quizzes, answering them from memory and checking your answer. Do this alone, swap your quizzes with friends or	B. Go back to any summaries you made and use the look, cover, write, check method until you can retrieve it from memory, even after several days and weeks.	C. Go back to any summaries you made and cover parts of them up. See if you can correctly remember those parts from memory.	D. Go back to your summaries and use two coloured pens. In one colour, write as much as you can from memory. Keep going when it feels hard, then wait. In the	E. Using key facts, calculations or methods ask questions to elaborate on your understanding of them. Why is this true? How does X happen?	F. Use quiz Apps online such as Kahoot or Quizziz to find relevant quizzes to check how much of a topic you still remember.	G. Complete a brain dump of everything you know on a topic you have not done in a while. Create a list or mind map and then once you can't remember	H. Use the Letiner System to learn the information on your flashcards and check you have it in your long term memory so you can remember it a long time

ask your family to test you.			second colour check and correct. Repeat this over time.	Why does this work? Why does x lead to y? What happens to A if B...?		any more, go back to your notes or folder and add to it, with things you could not remember.	after first learning it.
------------------------------	--	--	---	--	--	--	--------------------------

Appendix 2 - Consolidation of Learning Tasks for Years 9 - 13

These are 32 examples of self-directed consolidation of learning homework tasks which support students to;

3. Reflect on and reinforce their learning very soon after the lesson.
4. Build strong memories by going over knowledge at a few spaced out times after the lesson.
5. Retrieve learning from memory at an increasingly long time after the lesson.

These tasks might vary across subjects, for example, practical subjects might have to reinforce learning and build knowledge through different consolidation of learning tasks.

1. Reflect on and reinforce learning <u>very soon after the lesson</u>							
A. Go through class notes in your book or folder and highlight any words you are unsure of and create a glossary of them - ask your teacher for definitions.	B. Use the Cornell notes system to summarise your notes in your own words.	C. Pick any type of graphic organiser to summarise your notes in your own words.	D. Read through your class notes and then without looking at them create a three to five point summary of them in your own words.	E. Highlight one or two things you are unsure of or did not quite understand and ask your teacher about it.	F. Find new words you learnt and practise writing or saying them out loud, in new sentences, explaining them in your own words.	G. Write out the keywords from the lesson and create either a word web for them or complete a Frayer model for each new word.	H. Find as many ways as you can that the knowledge from last lesson compares or connects to knowledge in other lessons in that subject or others.
2. Build strong memories by going over knowledge <u>at a few spaced out times after the lesson</u>							
A. Create knowledge quiz questions with answers for knowledge from a few lessons ago.	B. Go back to any of the summaries you made after the lesson and recreate them into a different format (Cornell notes or graphic organisers).	C. Go back to any of the summaries you made after the lesson - try to reduce it to key words and pictures (stick man style)/ symbols or a diagram.	D. Go back to something you learnt or a summary of your notes you wrote a while ago and, without looking, try to explain it in your own words again.	E. Use an online App like Senaca Learning and find your Key Stage/Exam Specification and topics to go back over them using the materials and quizzes.	F. Go back to your work to find questions and practise them again (do not look at your first answers). As you practise, ask yourself questions: <i>What do I need to do? How long do I have? How will I do this?</i>	G. Go back to knowledge or summaries from a previous lesson and create a way to remember them in the future. Choose from an analogy , mnemonic or story/ allegory.	H. Create flashcards of knowledge from previous lessons with words, dates, terms, equations or questions on one side and then the event, definition, explanation or answer on the other side.

3. Retrieve learning from memory at an increasingly long time after the lesson

<p>A. Keep adding to and going back to quizzes, answering them from memory and checking your answer. Do this alone, swap your quizzes with friends or ask your family to test you.</p>	<p>B. Go back to any summaries you made and use the look, cover, write, check method until you can retrieve it from memory, even after several days and weeks.</p>	<p>C. Go back to any summaries you made and cover parts of them up. See if you can correctly remember those parts from memory.</p>	<p>D. Go back to your summaries and use two coloured pens. In one colour, write as much as you can from memory. Keep going when it feels hard, then wait. In the second colour check and correct. Repeat this over time.</p>	<p>E. Using key facts, calculations or methods ask questions to elaborate on your understanding of them. Why is this true? How does X happen? Why does this work? Why does x lead to y? What happens to A if B...?</p>	<p>F. Use quiz Apps online such as Kahoot or Quizziz to find relevant quizzes to check how much of a topic you still remember.</p>	<p>G. Complete a brain dump of everything you know on a topic you have not done in a while. Create a list or mind map and then once you can't remember any more, go back to your notes or folder and add to it, with things you could not remember.</p>	<p>H. Use the Letiner System to learn the information on your flashcards and check you have it in your long term memory so you can remember it a long time after first learning it.</p>
--	--	--	--	--	--	---	---

With all these tasks, it is important that where something is still not understood, that students go back to their original notes and then their teacher to make sure they fill in any gaps in understanding or misconceptions.