

Home Learning



What are the aims of Home Learning at IVC?

We believe that Home Learning should:

- provide opportunities for **structured independent study**, which is **meaningful** and **challenging**
- be aimed at **preparing students** for assessed tasks in class, or for end of topic tests/examinations
- allow students to **establish routines** and become **independent learners**, **responsible** for their work and progress



All Home Learning tasks that are set in years 9-11 follow the IMP@Home framework, in line with the principles outlined above.

How was the new approach to Home Learning designed?



Our approach to Home Learning draws heavily on evidence-based research from the Learning Scientists. We have been using Learning Scientists concepts with students and staff over the last twelve months, and students will be taught these themes explicitly as part of Approaches to Learning, which will be delivered in the curriculum one hour per fortnight in years 7-8/9, and via conference days in years 9, 10 and 11. Teachers in College have also conducted

research into the effectiveness of homework and how homework can be used to have the greatest impact on student progress. Ceri Johnson, one of our Maths teachers, was awarded a Professional Learning bursary from the College in 2018 to research approaches to setting homework, and her work has played a significant part in the new IMP@Home approach. A summary of her findings can be found at the end of this leaflet.

How does the approach to Home Learning work?

There are prescribed tasks each half term that teachers will choose from, which will be shared with parents via the website. An example for each has been included at the end of this leaflet. Tasks have been carefully planned in subject areas to prepare students for their written exams, and will come from one of three overarching strands that we believe will impact positively on student progress:



Independently... tasks designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Make... tasks designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking. They will also encourage 'spaced practice', to ensure students revisit previous learning regularly.

Progress... tasks designed to help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Please note that in some practical subjects, such as Performing Arts, IMP@Home tasks will only be used for revision purposes, and other tasks will be set as homework at the discretion of the teacher.

How will this look for each year group?

Home Learning is clearly mapped for each cohort of students, to gradually increase expectations of independent work. Year 7 and 8 students are not part of IMP@Home, but have a reduced programme of homework tasks. We believe that this will ensure students are studying effectively at home, without being overburdened and with the chance to continue their extra-curricular activities for as long as possible.

Year 7	Weekly tasks: maths, languages and reading for 30 minutes 5 times a week
Year 8	Weekly tasks: maths, languages and reading for 30 minutes 5 times a week Personal Project (this will be launched in December and run until July)
Year 9	IMP@Home
Year 10	IMP@Home
Year 11	IMP@Home (this will begin to replace 'revision' undertaken by students at home)

Note: it will be strongly recommended that students in years 9-11 continue reading regularly, and students will continue to have a half-hour library lesson once a fortnight in years 10 and 11

How and when will Home Learning tasks be set?



All homework tasks will be set via EduLink. This platform notifies parents and students each time a homework task is set, and guidance will be provided for staff, students and parents. There will not be a specific homework timetable because we believe homework should be set when it is most appropriate for student learning. Each faculty has set out clear expectations for how often teachers should be setting homework (which can be found on the termly Curriculum Overviews), and this will be carefully monitored

to ensure consistency. To support students' wellbeing and organisation, Home Learning tasks will be set with around a week to complete them, so that students are not overburdened with work at any given point. The exception to this will be the learning of languages vocabulary (all years) and the use of Tassomai for Science revision (years 10 and 11) as these are expected to be undertaken regularly in short bursts.

Each faculty has outlined expectations for Home Learning tasks for each half term in years 9-11 in the half-termly 'curriculum overview' for each subject. These overviews will be made available via the College website for the term ahead. Some practical subjects will also set relevant practical tasks, including rehearsal and preparation for coursework. This will be clearly indicated on subject overviews so that parents and students expect them. For students with EHCPs, homework will continue to be differentiated and adapted as appropriate.

Will Home Learning tasks be marked by a teacher?

At IVC we have a clear assessment policy that provides detailed feedback to students, via their Assessment Books, every 6-8 learning hours. Details of which tasks are marked will be shared with parents via the curriculum overviews. Assessed work will be formally marked, with time in lessons for students to act on feedback given. Research has shown that this is a much more effective form of feedback than a traditional 'tick and flick' which is not encouraged at IVC. The IMP approach is well-established in College and has played a significant role in ensuring our outcomes are outstanding. Home Learning will therefore often not be marked by teachers, unless the task is specified as an 'assessed task' in the termly curriculum overview. It will, however, be made clear to students how their Home Learning will support their progress and feed into their classwork/assessed tasks, and prepare them for examinations. Homework tasks will be checked (as appropriate).



What will happen if Home Learning tasks are not completed?

If a student fails to complete a Home Learning task, a standard letter will be sent home by the College to inform parents. Students will be asked to attend a faculty catch-up/support session to complete the work. If students persistently fail to complete Home Learning tasks or find completion difficult, they may be asked to complete their work in supported study sessions before/after College, supported by their Deputy Head of House (years 7-8) or Head of House (years 9-11). SEND students will also receive support as appropriate from Mrs Harding and Mrs Griffiths, which may include reduced homework or completing homework with additional support, as well as reasonable adjustments to tasks/expectations in consultation with parents.

How will Home Learning tasks be used to support my child if they are underperforming?



A specific Home Learning task will be set when a child falls below their flight path or target. Completion will be monitored by the subject teacher and support for students provided where a need is identified. These tasks have been carefully designed to support students' progress, and encourage them to complete independent work. They will only be marked if this is deemed appropriate by the teacher/Lead Practitioner.

If a student in any year group is underperforming in a range of subjects, they will be supported by their Head of House/Deputy Head of House, which may include attending a Period 6 Study Support session.

In summary:

1. Home Learning tasks should be meaningful and will only be set where we believe they will have a positive impact on student progress and study habits, to ensure we continue to support students' wellbeing
2. Home Learning tasks will replace independent 'revision' as they will be structured to ensure students are studying regularly and are developing the skills they need to be independent
3. Because Home Learning tasks will be based around revision/practice and independent study, they will not be marked by a teacher unless this is appropriate and specified in the curriculum overviews
4. Parents will now be able to view the curriculum (and Home Learning tasks) for every subject and every year group in a consistent format. We hope this will make supporting your child easier and gaining an insight into their learning much more straightforward.

If you have any questions about IMP@Home please contact Jo Sale, Vice Principal jsale@ivc.tmet.org.uk or Sian Mawditt, Assistant Principal, smawditt@ivc.tmet.org.uk

The Effectiveness of Homework: Research Summary

Does homework promote academic achievement?

There have been many reviews on the effectiveness of homework. For secondary school children all the evidence is that homework promotes academic achievement. However, the benefits do seem to increase with age: Homework for KS3 students does not provide the same benefits as homework for KS4 students. This was summarised in a report commissioned by The National Foundation for Educational Research¹, who said, "There is a positive relationship between time spent on homework and achievement at secondary school level (especially for older secondary school students)".

How much homework should students do?

How much homework students actually do is very difficult to measure but Barber *et al.*² showed that Year 10 students in schools that Ofsted said were successful had about 6 hours of homework a week which was twice as much as students in less successful schools. The relationship is curvilinear, meaning that setting more homework does not improve the results greatly.

Should all students complete homework?

As has already been mentioned, homework appears to be less effective at promoting academic achievement at KS3 than it is at KS4.

Currently, teachers tend to set more homework for higher ability students. However Keith³ suggests that where low ability students do more homework, they can achieve higher grades than more able students who do no homework. Furthermore, Bloom⁴ suggests that homework could be used as a means of increasing the learning time for the less able, allowing them to keep up with their more able peers. However, it is recognised that less able students need more support to complete their homework.



What sort of homework should be set?

Students engage far better with homework if they think it is important: so teachers need to treat it as important as work done in the classroom. Students also engage far more if it will be marked or contributes to a piece of work in class that will be marked, although this does not necessarily have to be by the teacher. Students tend to like computer generated homework which is marked straight away. Peer marking in class is also useful. Traditionally homework has often been to complete work started in class. S Hallam⁵ suggests, however, that "homework which includes preparation or practice or both, is more effective than homework only concerned with the current curriculum content".

In summary, homework can be very effective, particularly for older or less able students, at promoting academic achievement. The quality of the homework is more important than the quantity; homework tasks should be well-planned, involve preparatory work for future lessons or practice of previous skills, and where appropriate, should be marked.

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¹ Sharp, C. *et al.*, 2001, *Homework, A Review of Recent Research*, nfer

² Barber, M. *et al.*, 1997, *School Performance and Extra-Curricular Provision*, Department for Education and Employment, London, 1997.

³ Keith T.Z., 1992, *Time spent on Homework and High School Grades: a large sample path analysis*, Journal of Educational Psychology.

⁴ Bloom, B.S., 1976, *Human Characteristics and School Learning*, New York: McGraw-Hill

⁵ Hallam, S., 2002, *Homework, The Evidence*, Institute of Education, London

Example: Homework Framework

IVC Home Learning (Year 10)

Year 10 Modern Languages: suggested tasks		
<p>Independently</p> <p><i>These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.</i></p> <p>Grades 7-9</p> <ul style="list-style-type: none"> Use your notes and/or the textbook to try out more complex grammar in sentence form Build a bank of uncommon vocabulary for each topic that you can then use in written and speaking work Spend 10 minutes a day recapping vocabulary from an earlier topic <p>Grades 5-6</p> <ul style="list-style-type: none"> Use your notes and your vocabulary list to practise adapting set phrases to make them your own Build a bank of interesting vocabulary that you can use to work your writing and speaking your own Build a bank of key phrases in the main three tenses and test yourself regularly Spend 10 minutes a day recapping vocabulary from an earlier topic <p>Grades 1-4</p> <ul style="list-style-type: none"> Make a list of opinions phrases and adjectives so that you can vary your language Spend 10 minutes a day recapping vocabulary from an earlier topic Build a bank of key phrases in the main three tenses and test yourself regularly 	<p>Make</p> <p><i>These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.</i></p> <p>Grades 7-9</p> <ul style="list-style-type: none"> Prepare and learn key phrases for an assessed written/speaking task in class Create a knowledge organiser for each topic you have studied so far – include key phrases, opinions and a range of uncommon vocabulary Make flashcards with more complex phrases/grammatical structures/uncommon vocabulary (on paper or on quizlet) and test yourself <p>Grade 5-6</p> <ul style="list-style-type: none"> Prepare and learn key phrases for an assessed written/speaking task in class Create a knowledge organiser for each topic you have studied so far – include key phrases, opinions and some more unusual topic vocabulary Make flashcards with key present, past and future tense verbs (on paper or on quizlet) and test yourself <p>Grades 1-4</p> <ul style="list-style-type: none"> Prepare and learn key phrases for an assessed written/speaking task in class Create a knowledge organiser for each topic you have studied so far – include key phrases, opinions and topic vocabulary Make flashcards with key opinions phrases and adjectives and test yourself on these 	<p>Progress</p> <p><i>These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.</i></p> <p>Grades 7-9</p> <ul style="list-style-type: none"> Learn vocabulary for weekly tests – do this little by little, not just the night before! Prepare and practise the answers to the general conversation questions for each module Test yourself by planning out and writing a 130 word answer on a previous topic under exam conditions <p>Grade 5-6</p> <ul style="list-style-type: none"> Learn vocabulary for weekly tests – do this little by little, not just the night before! Prepare and practise the answers to the general conversation questions for each module Test yourself by planning out and writing a 90 word answer on a previous topic under exam conditions <p>Grades 1-4</p> <ul style="list-style-type: none"> Learn vocabulary for weekly tests – do this little by little, not just the night before! Prepare and practise the answers to the general conversation questions for each module Prepare and plan a photo description and test yourself by presenting it to a friend/family member
<p>When will this be completed?</p> <p>Teachers will set a number of tasks over the course of each strand</p>	<p>When will this be completed?</p> <p>Teachers will set a number of tasks over the course of each strand</p>	<p>When will this be completed?</p> <p>Teachers will set a number of tasks over the course of each strand</p>

Example: Curriculum Overview

IVC Curriculum Overview

Half Term 1 Year 10: German		
Key Content/Topics	Assessment Criteria/Key Skills	Assessed Tasks
<p>Students will be following the GCSE course with the following topic areas:</p> <p><u>Daily Life</u></p> <ul style="list-style-type: none"> - Describing house and home - Describing food and drink - Living with a exchange family - Describing daily routine 	<p>What skills are students developing this term?</p> <ul style="list-style-type: none"> -Reading -Listening -Speaking -Writing - Translation -Vocabulary learning 	<p>What work will be marked this term? Listening and speaking will be formally assessed at the end of the strand. Tasks will be chosen to suit the group. At least one more piece of work will be assessed by your teacher during the strand - your teacher will inform you of the task to be assessed. This will inform judgements on your forecast grade</p>
		<p>Literacy/Numeracy Development of key topic vocabulary and memorisation techniques, strategies to manipulate grammar to suit the context.</p> <p>Intervention Tasks Students who are not meeting their target grade expectations will be set personalised tasks via doddelearn.co.uk, which will be monitored by class teachers.</p>
<p>SMSC/British Values</p> <p>Students will be encouraged to appreciate German family culture and how families live and work together. This will reinforce tolerance and acceptance of cultural diversity.</p>	<p>Careers links (CAEIG)</p> <p>Students will be setting themselves up for going further in their language learning - ensuring they have the skills to build up the basics.</p>	<p>Enrichment Ideas (Fun Activities!)</p> <p>Use quizlet, and memrise to learn and practise your verbs and key vocabulary. You will find links on the Moodle. Get together with a friend to test each other and perform role plays.</p>
<p>Year 10 Home Learning Expectations: German</p>		
<p>When/how will homework be set?</p>	<p>Twice a week in class and via Moodle. One vocab learning and one other (reading, writing, revision, grammar, preparation for speaking task etc.)</p>	
<p>How long should each task take?</p>	<p>Each task should take between 30 - 40 minutes. Some tasks should be done in 10 minute chunks each (e.g. vocabulary learning for weekly tests)</p>	
<p>Will this work be marked by a teacher?</p>	<p>Homework will be self or peer marked in class or taken in by the teacher where appropriate</p>	
<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Students who are not meeting their target flightpath/grade expectations will be set personalised tasks via doddelearn.co.uk, which will be monitored by class teachers</p>	