

THOMAS HARDYE SCHOOL HOMEWORK POLICY

1. Rationale

According to the Department of Education, 'the aim of homework is to promote learning at home as an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation'.

Thomas Hardye School is committed to providing its students with high quality opportunities to extend their learning beyond the classroom. Such opportunities exist during the school day, as part of the school's extra-curricular programme, as part of organised trips or outside of school time. The school supports students' extended learning in a variety of ways, from providing well-resourced learning environments such as the Learning Resources Centre, to offering extended learning clubs after school. The school's views extended learning as being essential to support and reinforce classroom learning and to assist students to develop fundamental lifelong learning skills.

2. The main purpose of homework/extension work is:

- to consolidate and extend work started with teachers in class;
- to develop independent learning skills;
- to encourage a resilient, self-disciplined attitude to learning.

3. When homework is set by a teacher it has been set with very good reason and is not optional; it is an essential part of studies. Homework is set when the teacher deems it appropriate. The nature of homework and the frequency with which it is set will vary according to the different requirements of individual subjects. For this reason, Thomas Hardye School does not operate a rigid 'homework timetable'. Curriculum Areas will detail to students their expectations regarding the frequency of homework in each subject and the time that should be taken to complete it. Homework rationale statements for each Curriculum Area / Subject Area are included in the appendix.

4. Each student is given a school planner. All homework set should be recorded by the student in their planner. Planners should be checked weekly by both the parent/carer and by the student's tutor and signatures placed in the spaces provided. There is also a space for parents to comment if they wish. The student planner is therefore a communication system between home and school. Homework is being increasingly placed on the school's Virtual Learning Platform (Frog) and for this reason it is important that both students and parents are familiar with Frog and access it frequently.

5. The length of time students are expected to spend doing homework will vary significantly depending on the needs of the individual; therefore, the following is intended only as a very general guide. For students in Year 9, each piece of homework should take about 20 minutes. In Years 10 and 11 all students who hope to achieve a full set of high GCSE grades may have a commitment of about ten hours of study time per week outside lessons. Much of this time may be self-directed study such as revision and extended reading about a subject. Sixth Form students are expected to follow up every lesson by reviewing their notes and engaging in further reading to consolidate and develop their thinking.

6. Parents should encourage their sons and daughters to complete homework assignments diligently and try to ensure reasonable conditions for learning. They are advised to contact the relevant College Leader if they have any concerns regarding homework. Parents can help sons and daughters with homework by discussing assignments, testing something that has been learned and talking about ideas; however, they should not actually 'do' the assignment themselves!

7. If a student finds a homework task difficult and requires help, they should talk to the appropriate subject teacher who set the task who will provide additional support.

8. If a student has spent a reasonable amount of time on a homework assignment and has experienced difficulty, parents should sign the piece of work to indicate that a fair effort has been made. If a student has a good reason for not completing homework, he or she should see the teacher concerned, preferably before the lesson when the homework is to be handed in. Repeated failure to complete homework without good reason will result in a detention.

9. 'Homework clubs' for students are organised in school to ensure that all students, whatever their need, receive the individual support they require with homework.

10. For further advice on how to support your child with their learning at Thomas Hardye School, parents are referred to the following area of the school website which holds various downloadable resources:

http://www.thomas-hardye.dorset.sch.uk/pages/the_school/parental_advice.php

APPENDIX

Curriculum Area Homework Policy Statements:

Art
Business Studies
Dance
Drama
English
Electronics
Food & Nutrition
Geography
Graphics
Health & Social Care
History
Maths
Modern Foreign Languages
Music
Physical Education
Resistant Materials
Science
Social Sciences
Textiles
Theology & Ethics

ART

The Art department expects a Year 9 student to be set homework every week and we would expect the students to spend 45 minutes on it. The homework is marked in the back of the student's book on a department marking sheet. The student is awarded marks 1-10 for quality, 7 being an average, and A-D for effort. The homework will range between research, sourcing and making. In most cases the teacher types the homework tasks in the back of the students' sketchbooks for all to see, and often in advance.

In Year 10 we expect students to take at least an hour on their homework. The homework is marked in the back on the student's book on a department marking sheet. The student is awarded marks 1-10 for quality, 7 being an average quality piece, and A-D for effort. The homework will range between research, sourcing and making. In most cases the teacher types the homework tasks in the back of the students' sketchbooks for all to see, and often in advance.

In Year 11 the students are expected to spend 1 - 1.5 hours on their coursework. Sometimes these are specific tasks set by the teacher, other times they are tasks set by the students to enable their work to progress independently. Books are not marked as frequently but homework is regularly recorded on a traffic light system which is often displayed in the class, and verbal feedback is constantly given. In Year 11 books are individually targeted so that students get specific SMART targets to forward their work. At certain times of the year when coursework and exam work reach a deadline we would expect students to spend longer at home or at art club to complete their targets.

In Year 12 homework is very structured and we expect students to spend a minimum of three hours a week on it. Most students have to work in the Art department several times a week to balance the workload. As the course develops and the students' work becomes more personal the homework is set more by the student with the support of the teacher. Students' books are regularly targeted by staff.

In Year 11 the students are expected to spend 4 - 5 hours on their coursework. Sometimes these are specific tasks set by the teacher, other times they are tasks set by the students to enable their work to progress independently. Books are not marked as frequently but verbal feedback is constantly given. In Year 13 books are individually targeted so that students get specific SMART targets to forward their work. At certain times of the year when coursework and exam work reach a deadline we would expect students to spend longer at home or at art club to complete their targets.

The Art department has made specific marking/targeting feedback sheets for each year group; these can be found in the back of the students' sketchbooks. We also use an informal system of sticking quick targets into students' books on sticky notes.

BUSINESS STUDIES

Either one half hour piece per week, or one hour-long piece per fortnight is set. The type of work varies throughout the year but includes knowledge and understanding based questions early on, building up to more skills based questions that include the application of exam technique towards the end.

DANCE

GCSE

Homework is set weekly. This is theoretical in terms 1 and 2 of Year 10 and relates directly to the topic being studied to reinforce students' learning. From the summer term in Year 10 and through Year 11 homework sometimes involves practical rehearsals after school and in year 11 revision tasks for the written paper are set. Each homework task can take between 30 minutes and an hour. In Year 11, due to the course requirements, one student might be dancing in three or four other student's choreography and therefore will be required to attend these rehearsals as well as their own. This can mean they are spending four hours a week rehearsing.

AS and A2 Dance

Homework can be theoretical for example a written task based on a subject being studied, reading and preparing for a presentation, or practical in the form of rehearsal for choreography and performance work or attending a school dance technique class after school. Students are set homework every week and on average should spend three or four hours on this.

DRAMA

Homework is used as a way of preparing for the written units of the course in GCSE. Students are given one piece a fortnight, which should be completed in approximately 45 minutes. They will occasionally have two pieces/ line learning as well according to the demands of the programme of study.

Year 9 students are given two pieces per rotation and they are always research/ sourcing of design elements.

Parents can help by running lines with students, quizzing students on their plays/characters and reading homework before it is handed in.

ELECTRONICS/SYSTEMS HOMEWORK POLICY

In Years 9 and 10 homework, is generally used to encourage students who have not completed work or fulfilled their learning objectives in the lesson to catch up with the rest of the class. This will be set about once a fortnight and enables the teacher to start a fresh topic the following lesson in the knowledge that all students have reached the necessary point on which the new topic may be built. In Year 10 quantitative questions will be set on certain topics to check individual understanding of a concept, for example, 'moments'. A starter activity may then be employed to debrief the homework and to check student understanding of that concept and address any misconceptions.

In Year 11 homework is employed on a weekly basis to enable students to carry out **preparation work** for their next Coursework Controlled Assessment Task (CAT). It is also expected that students will use homework and twice weekly after school homework club to progress any CAT sheets that have not been finished in the allocated lesson time (two lessons per CAT). Students are asked to put the on-going homework into their diary. Failure to carry out the work will usually result in students falling behind with their coursework which becomes apparent on the coursework tracking sheets updated weekly.

In Years 12 and 13 students are not set a formal homework (student diary) but will be asked to **consolidate** their knowledge by completing tasks started in class. This usually takes the form of completing student exercises or practice exam questions which are then debriefed during the following lessons (by randomly selecting students from the group to feed back to the rest of the class). During the two coursework modules students are expected to progress their work at home or by working in the department during their supported study periods so that a good quality piece of work can be produced in the available time.

ENGLISH

Year 9

Rationale: to reinforce classroom learning and to extend the skills learned in class. To develop independent learners who have the ability to approach tasks in English with confidence.

Homework is set to consolidate the learning in class, to promote students' independence in approaching tasks and extend their thinking. The outcome will be a better understanding of, and ability to apply, the skills necessary to approach the English Language and Literature GCSE.

Homework is set either once or twice a week and should take 40 minutes to one hour to complete in total. Regular reading (fiction and non-fiction) at home is expected as part of their learning in English.

Years 10 and 11

Rationale: to reinforce classroom learning and to extend the skills learned in class. To develop independent learners who have the ability to approach tasks in English with confidence.

Homework is set to consolidate the learning in class, to promote students' independence in approaching tasks and extend their thinking. The outcome will be a better understanding of, and ability to apply, the skills necessary to approach the English Language and Literature GCSE. We aim for students to become increasingly self-motivated and self-disciplined as the GCSE course progresses.

Homework is set either once or twice a week and should take an hour and a half to complete in total. This will vary depending on completion of controlled assessment exams which are at different times for different classes. Students will be expected to revise Literature texts independently on a regular basis to ensure that they remain conversant with the text. Regular reading at home (fiction and non-fiction) is expected as part of their learning in English.

Years 12 and 13

Rationale: to reinforce classroom learning and to extend the skills learned in class. To develop independent learners who are inquisitive about the subject and who understand the importance of self-motivation and self-improvement.

Homework is set to consolidate the learning in class, to promote students' independence in approaching tasks and extend their thinking. The outcome will be students who are able to analyse written, spoken and multi modal texts with confidence. Increasingly in Year 13, homework set will expect students to extend their knowledge beyond the bounds of the curriculum.

Homework is set at least once a week and should take between three and four hours to complete per subject. When coursework is in progress this may be considerably more. Homework can include the following tasks: note-taking, research, reading, watching media texts, the creation of visual diagrams, essay planning and writing, group work and preparation for class presentations. Students will be expected to regularly review key elements of the course; particularly the skills acquired in Year 12 which need to be developed further in Year 13. They need to access wider reading (theory and critical material) themselves in order to enhance their subject knowledge and prepare them for university or alternative study/employment. Regular exploration of related texts at home is expected as part of their learning in English.

FOOD AND NUTRITION

Year 9

Encourages wider knowledge of diet and consolidates learning in lessons. Evaluating practical dishes. Bringing in ingredients for practical lessons.

Outcome: To enable students to learn practical skills and awareness of issues related to diet.
Every fortnight (Weekly for Technology area as a whole)
Students should spend 20- 30 minutes on their homework.
Access to a computer for research tasks would be an advantage.

Year 10

Exam question practise. Extends work started in the lesson. Bringing in ingredients for practical lessons.

Outcome: To enable students to learn practical skills and awareness of issues related to diet. To be familiar with format of exam questions.
Set weekly except during Controlled Assessments. Spend 30-40 minutes on homework.

Year 11

Some research tasks for specific topics. Exam question practise. Bringing in ingredients for practical lessons.

Outcome: To enable students to learn practical skills and awareness of issues related to diet. To be familiar with format of exam questions.

Set weekly except during Controlled Assessments. Spend 30-40 minutes on homework.

GEOGRAPHY

For all year groups, homework will be set as and when appropriate for the reasons outlined below. Some homework tasks may last longer than a week, such as preparing for an assessment or test and the amount of time students spend on their homework should reflect this.

Year 9 – a combination of short activities to extend their understanding from lessons or to apply their knowledge in a creative context. Also longer activities such as preparing or completing assessed pieces of work, where students will receive specific guidance about what is required. Usually students will receive one piece of homework per fortnight.

GCSE – practising/developing exam technique by answering past exam questions, revision for tests/mock exams, the creation of revision resources and catching up on work that may be missed through illness or absence. Where students are asked to revise, direction will be given from the teacher as to what is required as part of the revision. Usually students will receive one piece of homework per week.

A-Level - practising/developing exam technique by answering past exam questions, revision for tests/mock exams, deepening knowledge and understanding through wider reading and research. Students are expected to complete a fortnightly CAT (Common Assessment Task). In the alternate week to the CAT, students should be spending an hour per teacher reviewing their work from lessons. In addition to this, homework/independent tasks will be set as and when appropriate.

GRAPHICS

YEAR 9

Homework set every two lessons, for example, once a fortnight. Homework should take approximately 30 minutes to complete.

Aims to help increase students' subject knowledge and reinforce knowledge of topics learnt

- To get them used to meeting homework deadlines, organising and preparing them for GCSE DT
- To prepare them for "options" – knowing which DT subject to choose
- Parents could help by making sure students are fully equipped with graphics kit, and checking their homework diary

YEAR 10

Homework set once a week and usually takes a minimum of 30 minutes to complete. Sometimes it is necessary to set a minimum one hour homework task. For example, designing front cover of folder or making a poster.

All sorts of tasks – drawing activities – technical drawing, posters, colouring, exam questions, research...etc.

Aims to reinforce subject knowledge of topics learnt, or to extend their knowledge

- Prepare them for Year 11 written exam and Year 11 CAT task
- Help to organise them with deadlines, managing workload again to prepare for year 11
- Lunch and after school clubs available
- Parents encourage students to attend clubs if they need support
- Parents to make sure their son/daughter is fully equipped
- Check planner
- Good communication with me and tutor if any issues

YEAR 11

September until March is controlled assessment – during this time, most of homework is to research and prepare for lessons

- To come to coursework clubs, ideally one hour per week
- To revise for the exam – extend their knowledge
- Parents can support by encouraging student to attend coursework clubs
- Making sure they are revising at home
- Making sure they are fully equipped for exam

HEALTH AND SOCIAL CARE

Homework Policy and Practice - Years 10 and 11

Rationale

The aim of coursework in Health & social Care is to prepare students for both controlled assessment and examination.

What is homework for?

- Checking students' knowledge
- Prepare students for answering exam questions
- Prepare students to become independent learners
- Develop understanding and allow for students to extend their knowledge whether this is applied to the controlled assessment or the exam

How frequently is homework set?

Year 10 – average of two pieces of work per fortnight (approximately 30 minutes per homework)

Year 11 – average of 1 ½ pieces of work per fortnight (this is adaptable depending on controlled assessment work). They will have at least one piece relevant to exam preparation.

Timeline

Year 10

Autumn term: PIES in life stages / service users' needs

Spring term: Factors affecting growth & development/sectors, organisations, referrals and barriers to referrals

Summer term: Factors affecting growth & development/job roles, skills & qualities and care values/preparation tasks for CAT

Year 11

Autumn term– effects of relationships/CAT needs of service user & organisation used/attend after school support clubs

Spring term – sources of support & exam preparation/barriers and care values of workers attend after school support clubs

–CAT completed.

Summer term – sit exam

HISTORY

- Homework is important for 'preloading' lesson learning strategies, developing research skills, reinforcing class learning, and to extend learning opportunities. It should be a positive experience for all.
- The amount and timing of homework varies between years and within years, according to the demands of assessment.
- The amount of time spent by the students will vary according to the task, and should be identified in relevant Scheme of Work.
- Homework should be frequent, and should encompass a variety of tasks, including using 'Frog'
- Homework needs to be marked/moderated/checked if it is to be useful.
- Revision home works need to be specific as does sixth form work.
- History colleagues will keep records of homework set in their planners.
- Year 9- Home works will focussed on either short term tasks for next lessons, or have a longer focus in relation to the key assessment tasks. Ideally home works should take up about 20 minutes per week. The viability of National Curriculum levels is currently under review.
- GCSE tasks will reflect the topic and past questions of the syllabus. Research on the controlled assignment is allowed, specific notes for the controlled aspect is not.

- A level- exam technique strategies are important as are skills in terms of revision tasks. Each lesson should generate 30 minutes research and / or note taking and updating.

MATHS

At all levels Maths homework is set to reinforce and revisit work that has previously been studied and to give students time to consolidate basic skills. In addition there will be opportunities for completing extension tasks, and for students to have a go at problems at their own pace.

In year 9 students will be establishing good habits for GCSE and in year 10 they will also be looking at wider applications of their skills. In year 11 they will be set substantial exam practice which covers a variety of topics, as well as regular opportunities to carry out problem solving and answer questions contextual problems.

In years 12 and 13 students are set homework tasks as well as needing to prepare for regular tests. Year 12 students have an 'Independent study' booklet of questions, with answers, that they can do at their own pace.

Years 9, 10, 11 will usually have homework once a week which should take from 30 to 45 minutes, but this will vary with the age and ability of the student. Nearer exam time year 11 may be set full exam papers which will take longer.

Students should expect one written homework per fortnight marked by the teacher and one other per fortnight, which could be similar or different, for example, a preparation sheet which is marked in lessons or a piece of work set on MyMaths.

There are details of Maths clubs on Frog, as well as an outline of the scheme of work for each year group and revision resources.

MODERN FOREIGN LANGUAGES

Homework in Modern Foreign Languages is set after every lesson for all year groups. The rationale for this is that progress in languages is dependent on a 'little and often' approach. The total amount of homework set will not exceed that set by other subjects as on average tasks will be shorter.

Homework will often consist of vocabulary to be learned which will be tested at the start of the next lesson. An active approach to vocabulary learning is essential, using techniques such as 'look, cover, write, check', and parents are encouraged to support their children by testing them on the words they have learnt. Learning homework is as, if not more, important than reading, writing or online exercises and should be viewed as such.

Homework may also take the form of consolidation tasks to help embed learning from the classroom. This may be in the form of worksheets, online exercises or short written pieces practising a particular structure or topic.

Students will also be expected to complete longer written pieces at home and these may well count as a double homework if the task is substantial. In years 10 and 11 written tasks will often form the basis of preparation for controlled assessments so it is vital that they are completed thoroughly and with care.

For students in Years 10 and 11, there will be times where they are expected to prepare intensively for GCSE controlled assessments in speaking or writing. At these moments they may well have to spend longer on homework than normal. This is unavoidable due to the nature of assessment and we ask that parents support their sons and daughters as much as possible in their preparation.

In all cases guidance will be given as to the amount of time students should spend on homework. Parents can always contact the subject teacher through the homework diary in the event of difficulty and students are encouraged to seek help in advance of the lesson when the homework is due if necessary. Staff are always willing to support students with homework outside of lesson time if required.

MUSIC

Homework. *Students must do significant work outside the classroom to achieve their potential.*

N.B. All work (regardless of marks used) should be followed with at least one positive comment, and at least one suggestion for an improvement

- *Year 9* – One piece of homework per project, completed on *Frog*. (about 30 minutes)
- *GCSE* – One piece of homework per week *plus* regular practise. (about 45 minutes – 1hr)
- *BTEC* – Homework set when necessary.
- *AS/A2 Music* – One piece of homework per teacher, per week, *plus* regular practice. (about 1hr – two hours)
- *IB Music* – One piece of homework per teacher, per week, *plus* regular practice. (about 1hr – 2hrs)
- *AS/A2 Music Technology* – One piece of homework set per teacher, per week. (about 1hr – 2hrs), plus two hours coursework prep time per week.

Feedback. *Regular, persistent, good quality feedback is essential for students to make progress.*

- *Year 9* – Feedback completed in AfL booklets. H/W = %, Project = Pass, Merit, Distinction.
- *GCSE* – '10A' grade, OR exam criteria mark
- *BTEC* – Feedback related to BTEC Criteria in back of project booklets, and on separate sheets.
- *AS / A2 Music* – Students given '10A' grade, OR exam criteria mark. Half-termly tutorials.
- *IB Music* – Students given '10A' grade, OR exam criteria mark.
- *AS / A2 Music Technology* – Written feedback on coursework on a half-termly basis. Constant verbal feedback whilst working at computers. Students are set targets at the beginning of each lesson, and challenged to see if they have achieved them at the end of lessons.

U:Drive Student Tracker. *The following information should be stored on the U:Drive...*

- Year 9 = homework & project grades for each group
- Exam classes = Traffic light colour (one per half term), report gradings, review gradings, predicted & potential grades, mock paper results.

General Expectations.

- Keep a record of all homework set and collected, with a mark for each piece of work.
- Chase students who do not submit homework, and use sanctions e.g. Thursday lunchtime DT, Music Tech Club DT, after school DT, phone-call home, etc. to ensure all work is submitted and kept up to date.
- Chase students who offer poor quality work. Work should be redone if necessary.
- Ensure that student folders are kept neat and tidy so they are easy to refer to for revision.

Rewards

- 'Stars' at the back of course booklets. At least one per lesson. 1 star = 1 token. Log tokens on SIMS. Certificates for every five stars / tokens gained.
- Performing Arts postcards home for exceptional work in all years.
- Referrals to Head of Department/Head of Year/Senior Management. Phone calls home.

PHYSICAL EDUCATION

BTEC

Homework is set when students need extra time to finish assignments at the required standard.

GCSE

Outcome: To consolidate learning in class, extend knowledge and become more familiar in answering multiple choice, short answer and extended answer questions.

Format: Homework is both closed task (answering exam style questions) and open ended in format (student-lead research tasks).

Frequency: Set once a fortnight except during the Controlled Assessment Task. Students spend approximately 30-40 minutes on homework, dependent upon the task set. At the end of every module an extensive revision homework is set, using the revision guide which students are provided with. This involves reading the required chapter, answering relevant questions and using the mark scheme in the back of the book to self-assess.

AS and A2 Level

Outcome: To consolidate learning in class, extend knowledge through open ended research tasks and become more familiar in answering short and extended questions.

Format: Homework is set either formally, both closed task (answering exam style questions) and open ended in format (student-lead research tasks). Homework may also be set informally, whereby students are asked to consolidate their knowledge by completing tasks started in class, or extend their knowledge through open ended research tasks. This usually takes the form of completing student exercises or practice exam questions which are then debriefed during the following lessons through the 'Think, Pair, Share' style of learning.

Frequency: Students are set one hour per week on average – this being both formal and informal set work, as defined above.

Assessment: The formal school assessment method is used – a letter for effort (A-D), followed by a number corresponding to the quality of work (1-10), for example, 10A.

RESISTANT MATERIALS

Homework Evaluation: Feedback from recent discussions with students

What is the purpose of homework in your Curriculum Area/Subject Area?

- Consolidate learning, reinforce understanding. Allow students to gain a greater/broader understanding of the subject/topics
- Encourage independent learning
- Prepare for the next lesson so specific learning can take place

-Generally, how frequently is homework set? How long should students spend completing it?

Year 9: 1 piece per fortnight, 20-30 minutes duration

Homework focus:

- Health and safety
- Design process

Year 10: 1 piece per week, 20-30 minutes duration

Homework focus:

Materials and process – short tasks

Year 11: attend coursework clubs; 45 minutes – 1 hour per week

Homework focus:

CAT preparation, coursework club

SCIENCE

What is homework for?

- Checking understanding
- Exam practice
- Revision for exams
- Consolidate learning from lessons
- Flipped learning
- ISA (controlled assessments) preparation
- Essay competitions in Sixth Form
- Note taking to extend understanding in Sixth Form
- Enthuse/engage, particularly lower ability groups
- Learn key words – literacy skills

How often/how long?

- Lower school – once per fortnight per teacher – around 1.5 hours per week
- Sixth Form – about an hour per week, but expectation to add to notes and produce revision materials – total approx. 4-5 hours per week

SOCIAL SCIENCES

This applies to the following A level courses delivered in Years 12 and 13 Accounting, Applied Business, Business Studies, Economics, Law, Psychology, Sociology and Travel & Tourism.

All subjects will set written homework on a regular basis and this will be marked and returned to students as soon as possible with positive feedback as detailed in the Sixth Form study guide and discussed in Curriculum Area meeting on 12th November 2013.

Other homework other than written pieces for formal assessment will be set at the discretion of individual subject teachers but will be regular and continuous throughout the year and in line with the 6th Form policy on the recommended hours of study at A level.

Homeworks set can be of any form past exam questions such as essays, data response, research tasks, production of PowerPoint presentations and the teacher will brief students on the nature of the required task and the deadline for its production.

TEXTILES

Rationale

The aim of homework in Textiles is to extend the students' knowledge and prepare them for examinations and coursework

What is homework for?

- To promote independent learning
- To develop organisational skills
- To expand subject knowledge
- To consolidate learning

How long should students spend on it and how frequently is it set?

Year 9	Half an hour once a fortnight
Year 10	Three quarters of an hour once a week
Year 11	One hour once a week (in most cases this will be to attend a controlled assessment club in order to continue manufacturing GCSE product)

Timeline of homework topics

Year 9	Researching, designing and manufacturing of masks
Year 10	Term 1 – interior design and fibres Term 2 – fashion and fabric construction Term 3 – designers and researching CAT topic
Year 11	Term 1 – CAT manufacturing of product and revision for mock exam Term 2 – CAT manufacturing of product and finalising CAT sheets Term 3 – revision for final exam

After school clubs are offered at least once a week to enable the students to work on their Controlled Assessment Tasks in Year 11.

THEOLOGY AND ETHICS

What is the purpose of homework in your Subject Area?

To support and extend the learning undertaken in class.

To consolidate knowledge and understanding of the themes in each topic studied.

Rationale

Year 9: To ensure that students are developing the written and research skills required to explore thematic concepts within T&E that supports their preparation for GCSE.

Year 10-11: To extend their learning and knowledge to enhance the class based skills of evaluating different ethical issues and perspectives.

What is homework for?

Practising the skills needed for success at GCSE

What is the intended outcome?

To enhance student confidence in being able to learn independently and be effective in applying different views to given moral issues.

Generally, how frequently is homework set?

When students have gained sufficient class based knowledge to carry out an evaluation of the issues.

How long should students spend completing it?

Approximately 1 hour on average