



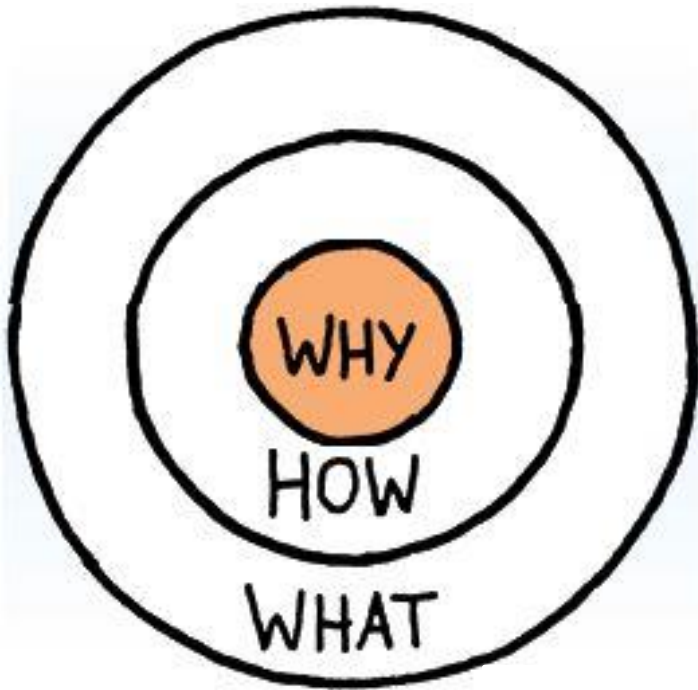
DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE
A NORD ANGLIA EDUCATION SCHOOL

21 September 2016

Approaches to homework in the Secondary School



Homework at DCIS



Start with why,
Simon Sinek

Why?

The purpose

How?

The process

What?

The result

Maximising student outcomes

Teaching & Learning Toolkit

An accessible summary of educational research on teaching 5-16 year olds.

☰ Toolkit A-Z

Filter Toolkit

Toolkit Strand ^

Cost v

Evidence Strength v

Months Impact v

Filter results by keywords



Cost



Evidence



Months Impact

Reset ↻

Feedback

High impact for very low cost, based on moderate evidence.



+8

Meta-cognition and self-regulation

High impact for very low cost, based on extensive evidence.



+8

Mastery learning

Moderate impact for very low cost, based on moderate evidence.



+5

Homework (Secondary)

Moderate impact for very low or no cost, based on moderate evidence.

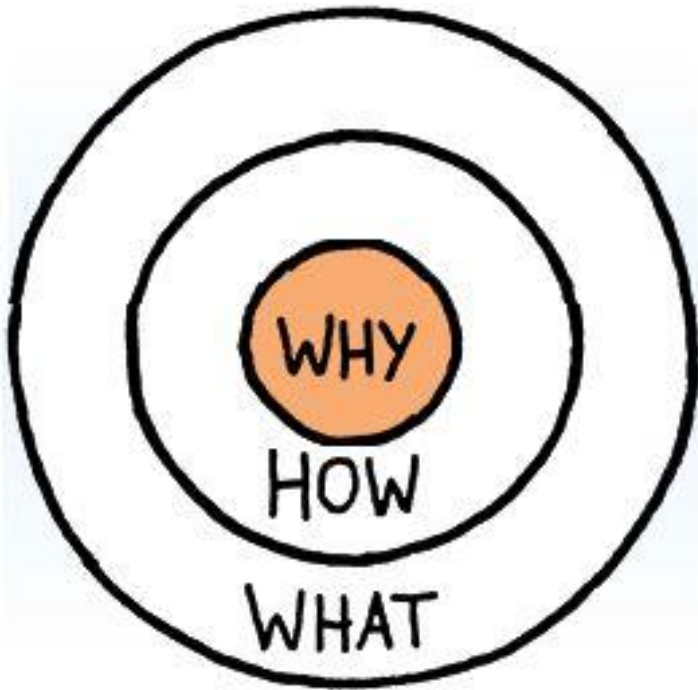


+5

Preparing our students for their next steps



Homework at DCIS



Why?

The purpose

How?

The process

What?

The result

- High-quality tasks which stretch and challenge students
- Homework programme which allows students to be independent
- Consistency across the Secondary School in approach to setting homework
- Consistency across the Secondary School in approach to feedback for homework
- Manageable deadlines
- Intervention for underperforming students



Tic-Tac-Toe

- 3 homework tasks by students in each subject to be completed across the term
- Students can choose 3 tasks across, down or diagonally, but must complete central task.
- Deadlines to be organised across the Term, so that students have manageable deadlines

TERM ONE	FRENCH	YEAR 7
<p>1. LO: To be able to give written details about myself in French</p> <p>You have a new friend in France. Write an email to your friend introducing yourself. You should build on the basic introduction phrases, whilst adding complex language. If you are stretching yourself, try to give details about a friend, by varying the subject pronoun.</p> <p>Due: 7D Mon 21.9.15/ 7C Thurs 24.9.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 7 connectives and complex language covered in class to elevate your language.</p>	<p>1. LO: To be able to use introductory phrases to create an effective story</p> <p>You have been asked by your school to create a piece for the school blog about meeting new people. Design a comic strip where 2 people meet and introduce themselves, using the key introductory phrases that you have learnt. If you are stretching yourself, you may be able to include more than two people in your comic strip.</p> <p>Due: 7D Mon 21.9.15/ 7C Thurs 24.9.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 7 connectives and complex language covered in class to elevate your language.</p>	<p>2. LO: To be able to give key details about your family</p> <p>You have been asked to create a family tree in French about your own personal history. You can complete this by hand or on the computer. If you are stretching yourself, you may be able to give key details about some of the people on your family tree.</p> <p>Due: 7D Mon 19.10.15/ 7C Thurs 22.10.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p>
<p>1. LO: To be able to give introductory details about another person in French, using complex language</p> <p>You have been asked to create a biography of a famous person in French. Present as a 'PowerPoint', with each slide giving a different detail about the person. If you are stretching yourself, you may be able to use connectives to make your language more fluent and complex.</p> <p>Due: 7D Mon 21.9.15/ 7C Thurs 24.9.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Do your research in English first and then think how to transfer the key information into French.</p>	<p>3. LO: To be able to write an extended piece about your life</p> <p>You have been asked by your school to create a piece for the school newspaper about your life in France. Write a newspaper article with three paragraphs. The first should be about introducing yourself, the second introducing your family and the final paragraph discussing your likes and dislikes.</p> <p>Due: 7D Mon 19.10.15/ 7C Thurs 22.10.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Remember to use the Year 7 connectives and complex language covered in class to vary your sentence openings.</p>	<p>2. LO: To be able to effectively describe a pet</p> <p>You have lost your pet and need to design a poster so that people will recognise your pet and be able to return it. You can design the poster by hand or on the computer. If you are stretching yourself, you may be able to use connectives to make your language more fluent and complex.</p> <p>Due: 7D Mon 19.10.15/ 7C Thurs 22.10.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Make sure to use your subject pronouns and verbs correctly in order to make the descriptions accurate and effective.</p>
<p>1. LO: To be able to give key spoken details about myself in French</p> <p>You have been asked to introduce yourself via video to your new classmates in French. You should use the key introductory phrases that you have learnt. If you are stretching yourself, you may be able to introduce another person in your family too, using different subject pronouns and verb conjugation.</p> <p>Due: 7D Mon 21.9.15/ 7C Thurs 24.9.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Make sure that your pronunciation and accent are as accurate as possible.</p> <p>Bring your video file in to school on a USB stick so that Mrs Masaldi can access it.</p>	<p>2. LO: To be able to describe your family</p> <p>You have a new friend in France, who has asked you about your family. Write an email regarding your family. If you are stretching yourself, you may be able to ask them questions about their family too.</p> <p>Due: 7D Mon 19.10.15/ 7C Thurs 22.10.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 7 complex language covered in class to really elevate your language.</p>	<p>2. LO: To be able to give key spoken details about my family in French</p> <p>You have been asked to introduce your family via video to your new classmates in French. If you are stretching yourself, you may be able to explain what each member of your family likes and dislikes.</p> <p>Due: 7D Mon 19.10.15/ 7C Thurs 22.10.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Make sure to use your subject pronouns and verbs correctly in order to make the descriptions accurate and effective.</p>

Task design

Learning outcome

LO: To be able to understand the life of a town dweller in the Middle Ages.

Task

Task: Write 10 questions about towns in the Middle Ages. Imagine you are a town dweller from the Middle Ages and give detailed answers to the interview questions you have written.

Due Date

Due date: _____

Top Tip: Use the Homework Support Booklet to find out what the 5 Ws are.

Top Tips

Year 7 deadlines

	Task 1	Task 2	Task 3
Art	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16
Computing	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
D.T	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16
French	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16
Geography	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
History	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
Mandarin	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
Music	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16
Science	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16

Year 8 deadlines

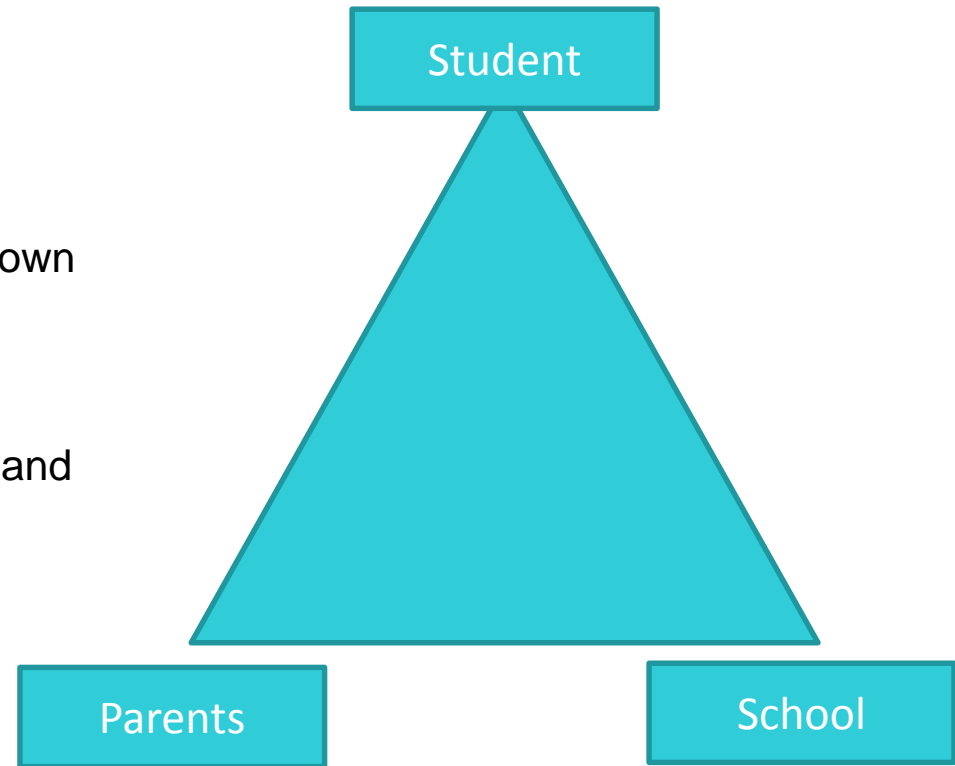
	Task 1	Task 2	Task 3
Art	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
Computing	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
D.T	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16
French	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
Geography	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
History	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16
Mandarin	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16
Music	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
Science	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16

Year 9 deadlines

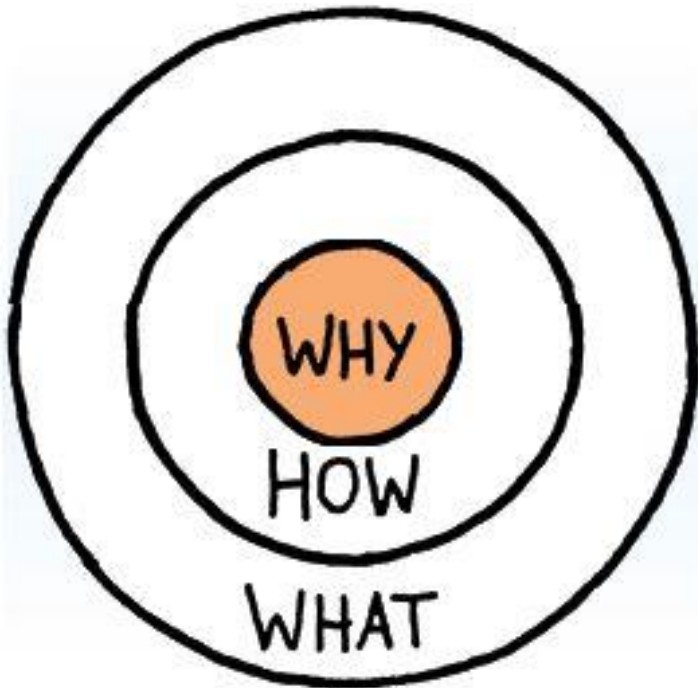
	Task 1	Task 2	Task 3
Art	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
Computing	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16
D.T	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
French	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
Geography	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16
History	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16
Mandarin	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16
Music	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
Science	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16

Supporting students

- Booklet
- Preceding lessons
- Study skills/ staged approach
- Ultimately, student taking responsibility for own learning
- Preparing students for IGCSE, IB Diploma and beyond



Homework at DCIS



Why?

The purpose

How?

The process

What?

The result

Feedback design



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Singapore

Homework Feedback- Tic Tac Toe

Subject: _____

Learning Outcome:	Achieved (✓) Partially achieved (-) Not achieved (✗)
Comment:	Target:
	Challenge:

LO from
task

Whether
LO has
been
achieved


Comment
Target and Challenge.

Challenge should be a Q to encourage
students to deepen thinking/ extend learning


Homework Feedback- Tic Tac Toe

Subject: French


<p>Learning Outcome: To be able to create a video diary, giving details about myself in French, using complex language</p>	<p>Achieved (✓) Partially achieved (-) Not achieved (X)</p> <p style="text-align: center;">✓</p>
<p>Comment: Hilda, you have created an interesting series of audio files, where you have shown that you are able to use your language effectively to communicate your opinions effectively and clearly. You have shown accuracy in your pronunciation and language.</p>	<p>Target: Take care with certain items of pronunciation e.g. "ma famille" (ma fam-ee), "c'est" (say), "mes copains" (may cop-an) <i>Okay</i></p> <p>Challenge: In your video, could you also have described someone else? How would you have done this? <i>Said I could say where the live</i></p>


 In my next piece of work, I need to
Remember with ages you use the
form 'avoir' I have 12 years I am 12 ans

I am also going to challenge myself to
Use adjectival agreements effectively
add e for feminine add s for plural


 In my next piece of work, I need to
use opinions for my
reasons.

I am also going to challenge myself to
use different connectives and more
complex words.


 In my next piece of work, I need to
Spend more time because
I need to increase my work.

I am also going to challenge myself to
add more detail to my
work. I example like
pronouns

Homework Feedback- Tic Tac Toe

Subject: French

<p>Learning Outcome: To be able to write an extended piece about your lifestyle.</p>	<p>Achieved (✓) Partially achieved (-) Not achieved (X)</p> <p style="text-align: center;">✓</p>
<p>Comment: Sean, you have shown here that you are able to give a range of details about yourself and your life with a lot of detail and some excellent accuracy. You have used lots of the language and vocabulary that you have learnt in class and included some connectives to make your work more fluent and complex. You have also used comparatives, which adds an additional level of complexity.</p>	<p>Target: Now you should work on giving opinions for your reasons - 'parce que' (because), 'c'est' (it's) + adjective</p> <p>Challenge: Can you translate the below? 'I love football because it's fun' <i>J'aime jouer au football</i> <i>parce que c'est divertissant</i></p>



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This certificate is awarded to

for

Signature

Date

Certificate
of
Effort

BE AMBITIOUS



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A NORD ANGLIA EDUCATION SCHOOL

381 Dover Road, Singapore 139644
T +65 6751 8664
E enquiries@dovercourt.edu.sg

In recognition of excellent work

Dear Mr. and Mrs. Kumar,

I am writing to let you know how pleased I was to see some wonderful feedback from Mrs. Hyland regarding Yash and his fundraising for the Tanzania trip. The details Mrs. Hyland sent through to me are below:

"Over the summer Yash has been creating and selling 'memory lamps' and has raised nearly \$260 already! The idea is that from a photo and a video that his mum has sent me - he is an inspiration to others! that memory when it is lit up."

I have watched the video he has produced and was very impressed.

Many congratulations to Yash and he will have a wonderful time in Tanzania.

Yours sincerely,

John Smith
Head of Secondary

www.dovercourt.edu.sg

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AN INTEGRATED EDUCATION SCHOOL

Homework Action Plan

Form: _____

Name of Student: _____

Reasons for being placed on HAP:

- _____

Date: _____

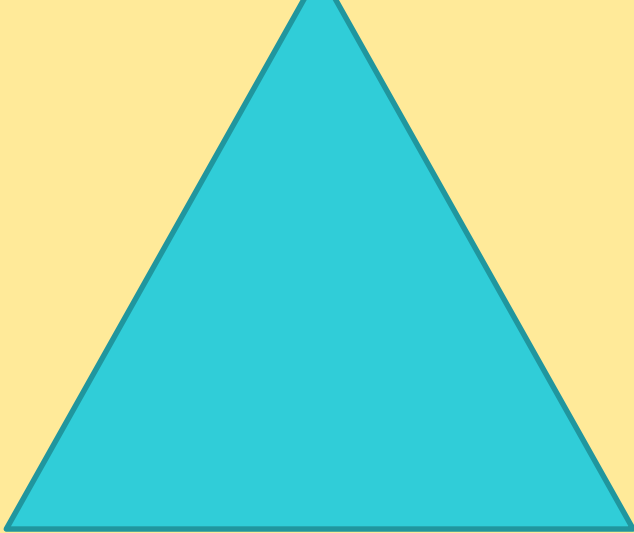
Targets:

1. How is target measured? _____
2. How is target measured? _____
3. How is target measured? _____

Evaluation: _____

Next steps: _____

Student



Parents

School

Subject teachers

Form Teacher

Progress Leader

Maximising student outcomes

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☰ Toolkit A-Z

Filter Toolkit

Toolkit Strand ^

Cost v

Evidence Strength v

Months Impact v

Filter results by keywords



Reset ↻

Feedback

High impact for very low cost, based on moderate evidence.



+8

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+8

Mastery learning

Moderate impact for very low cost, based on moderate evidence.



+5

Homework (Secondary)

Moderate impact for very low or no cost, based on moderate evidence.



+5

Core subjects

MATHEMATICS

- Two pieces of homework per week.
- *MyiMaths* - an online portal for which the students have personalised logins. These pieces will be marked online and their results logged. The tasks can be done several times for more practice, as the tasks change each time.
- Written piece - will be marked by the teacher or by peers in class.

▪ ENGLISH

- One piece of homework a week in relation to work covered in class
- All students are expected to read age appropriate, high quality English texts each day.
- Recommended reading time of **20 minutes** each day.



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SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

20 September 2016

Approaches to homework in the Secondary School

Key Stage 4



Vision

- A bespoke system, appropriate to each subject area
- High-quality tasks which stretch and challenge students
- Homework programme which allows students to be independent and develop the study skills required
- Homework which consolidates previous learning and prepares students for next stage of learning
- Homework prepares students for external exams



Maximising student outcomes

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☰ Toolkit A-Z

Filter Toolkit

Toolkit Strand ^

Cost v

Evidence Strength v

Months Impact v

Filter results by keywords

£ ●————●
Cost

🔒 ●————●
Evidence

+1 ●————●
Months Impact

Reset ↻

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High impact for very low cost, based on moderate evidence.



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+5

Knowledge and Skills Organisers

“One of the best things you can do is to reinforce something you’ve already learnt.”

John Hattie, 2015

These organise all the most vital, useful and powerful knowledge and skills on a single page.



Example pages

A Timeline of Apartheid in South Africa		Anti-Apartheid Activists	
1948	1. National Party is elected into government and creates apartheid	1. Nelson Mandela	Lawyer, defendant, prisoner, President
1952	2. The African National Congress (ANC) launch the Defiance Campaign	2. Winnie Madikizela	South Africa's first black social worker
1955	3. Mandela is put on trial for treason at Pretoria	3. Walter Sisulu	African in Robben Island prison to 1989
1960	4. Sharpeville Massacre : 69 South Africans shot and killed by police	4. Chief Albert Luthuli	President of the ANC from 1952-1967
1960	5. Mandela and ANC burn their passbooks , and 100,000 Africans join in	5. Oliver Tambo	President of the ANC from 1967-1992
1960	6. The National Party apartheid government ban the ANC	6. Ahmed Kathrada	Indian in Robben Island prison to 1989
1961	7. Mandela forms Mkhonto we Sizwe, Spear of the Nation , for sabotage	7. Desmond Tutu	Archbishop won 1984 Nobel Peace Prize
1963-4	8. Mandela is put on trial at Rivonia for treason , violence and sabotage	8. FW De Klerk	President who ended apartheid in 1990
1964-1990	9. Mandela is put in Robben Island prison with Sisulu & Kathrada	MANDELA QUOTATIONS	
1969-1978	10. Mandela's son Thembi and mother die, and daughter Zeni marries	Freedom Charter, 1955	<i>"A free, democratic South Africa belongs to all who live in it, black, white and Indian. Every man and woman shall have the right to vote. The people shall govern!"</i>
1976	11. Soweto Uprising : hundreds of children shot and killed by police	1. Rivonia Trial Opening	<i>"Why did we form Umkhonto we Sizwe? What were we, the leaders of our people to do? Were we to give in to force, or were we to fight it and if so, how?"</i>
1990	12. Mandela is released from prison by FW de Klerk	2. Middle (20th April 1964)	<i>"Africans want to be paid a living wage... African men want their women and children to live with them... African women want to be allowed out after 11"</i>
1993	13. Mandela wins the Nobel Peace Prize	3. Rivonia Trial Closing	<i>"I have fought against white domination, and I have fought against black domination."</i>
1994	14. Mandela is elected first black President in South Africa's history	4. Rivonia Trial Ending	<i>"Freedom is an ideal which I hope to live for and achieve. But if needs be, it is an ideal for which I am prepared to die."</i>
1995	15. South Africa win the Rugby World Cup , held in South Africa	LEGAL VOCABULARY	
POLITICAL VOCABULARY		1. defendants	The people charged in a trial
1. apartheid	racial segregation of schools, hospitals, parks, beaches, buses	2. verdict	The decision if the defendant is guilty or not guilty
2. segregation	systematic separation	3. sentence	The punishment for the crime if the verdict is guilty
3. government	the political party with the most MPs in parliament	4. judge	An experienced lawyer who decides the sentence
4. political party	a group organising to win an election to parliament	5. jury	inexperienced people who decide the verdict
5. oppression	cruel denial of rights		
6. sabotage	destruction of property , avoiding murder		
7. strike	A refusal to work in protest		
8. authorities	the government , state or people in charge		
9. defiance	refusal to obey orders		
10. treason	illegal violence against the government		

A Timeline of Apartheid in South Africa

	1. National Party is elected into government and creates apartheid
	2. The African National Congress (ANC) launch the Defiance Campaign
	3. Mandela is put on trial for treason at Pretoria
	4. Sharpeville Massacre : 69 South Africans shot and killed by police
	5. Mandela and ANC burn their passbooks , and 100,000 Africans join in
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	9. Mandela is put in Robben Island prison with Sisulu & Kathrada
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	12. Mandela is released from prison by FW de Klerk
	13. Mandela wins the Nobel Peace Prize
	14. Mandela is elected first black President in South Africa's history
	15. South Africa win the Rugby World Cup , held in South Africa

A Timeline of Apartheid in South Africa

1948	
1952	
1955	
1960	
1960	
1960	
1961	
1963-4	
1964-1990	
1969-1978	
1976	
1990	
1993	
1994	
1995	

How are the Skills and Knowledge Organisers working so far?

Skills and Knowledge Organiser – Edexcel Global Citizenship IGCSE

Key Question 1 – How do communities develop?

Content	Clarification	Knowledge Notes	Case studies / Real life Examples
The origins and implications of identity and diversity in local and national communities in different countries	Different identities including ethnicity, gender, age, sexuality and religion	<ul style="list-style-type: none"> A community is a group of people who are in close contact and who share common interests. Religion - Chinese, Muslim, Christian, Roman Catholic, Hindu, Sikh, Methodist, Church of England. Gender - Male / Female We are all different but do not discriminate. 	<p>I belong to... - pg 7</p> <p>Irish travellers - A Homeless Irish traveller in Newcastle is dead.</p>
	Understanding that many individuals have multiple identities	<ul style="list-style-type: none"> Dual heritage - People with parents or ancestry of different origins. Identity - Who or what someone or something is. 	<p>Conflicting loyalties - pg 15</p> <p>A Catholic marries a Muslim. What religion should your children follow & belong to?</p>
	The effects of changing patterns of identity and diversity on local and national communities	<ul style="list-style-type: none"> Effect: Emotion Conflict Social groups 	<ul style="list-style-type: none"> Religion in conflict - pg 13 Unwanted sex consulting + logo to an Assam church
The development of rights and freedoms in a global context	International governance, including the main functions of the United Nations	<ul style="list-style-type: none"> UN - International organisation. Some of the most powerful in the world now belong. UN made the human rights to make some terrible things don't happen again. 	

GLOBAL CITIZENSHIP

How are the Skills and Knowledge Organisers working so far?

THE 'PERFECT' ANSWERS

Remember to write useful step-by-step guides to help you with your revision!

Q1. Construct the following triangles accurately:

<p>a)</p> <p>2.6cm 71° 3cm</p> <p>4)</p> <p>2.6cm 71° 3cm</p>	<p>b)</p> <p>31° 85° 4.1cm</p> <p>31° 85° 4.1cm</p>	<p>c)</p> <p>4.9cm 5.2cm 3.9cm</p> <p>4.9cm 5.2cm 3.9cm</p>
<ul style="list-style-type: none"> • Draw base line first • Measure angle from correct side • Draw other given length line with angle compass • Draw other line to ending 	<ul style="list-style-type: none"> • Draw base line first • Measure angles from respective points • Draw lines in lines with angles • Leave construction lines showing 	<ul style="list-style-type: none"> • Draw base line first • Set compass to length of one side • Draw arc on respective side • Repeat 2-3 on other side • Join arcs up together

Q2.

a) Construct the perpendicular bisector of this line:

b) Bisect this angle:

c) Construct the perpendicular to the line AB at point P:

Remember to write useful step-by-step guides to help you with your revision!

Q1. Solve this pair of simultaneous equations:

ELIMINATION

$$\begin{aligned} 2x + 3y &= 7 \times 2 \\ 3x + 2y &= 13 \times 2 \end{aligned}$$

Multiply to get the same number of x's.

$$\begin{aligned} 6x + 9y &= 21 \\ 6x + 4y &= 26 \end{aligned}$$

Make sure you multiply every term!

SUBTRACT!

$$\begin{aligned} 6x + 9y &= 21 \\ 6x + 4y &= 26 \\ \hline +5y &= -5 \\ y &= -1 \end{aligned}$$

Now use this value to find the value of x.

$$2x + 3(-1) = 7$$

$$2x - 3 = 7$$

$$2x = 10$$

$$x = 5$$

Using the top equation $\rightarrow 2x + 3(-1) = 7$
 (You can choose any -ve for the easiest looking one!)

Q2. Solve this pair of simultaneous equations:

Use the top equation (neg) to substitute to find y:

$$y = 5 - 2x$$

$$3x - 2y = 4$$

$$3x - 2(5 - 2x) = 4$$

$$3x - 10 + 4x = 4$$

$$7x - 10 = 4$$

$$7x = 14$$

$$x = 2$$

Use the top equation (neg) to substitute to find y:

$$y = 5 - 2(2)$$

$$y = 5 - 4$$

$$y = 1$$

Make sure you use brackets when you substitute! C are not with the sign $\rightarrow -2x - 2x = +4x$

Q3. On the grids have been drawn the following lines:

$y = 2x - 1$
 $x + y = 5$

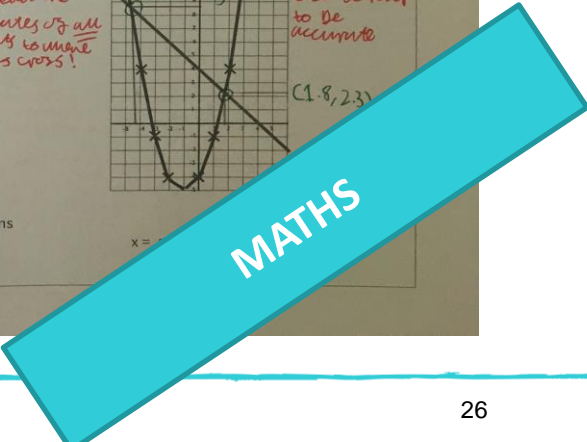
$y = x^2 + 2x - 4$
 $x + y = 4$

Just read the coordinates of all the points to make the lines cross! (2,3)

Use a ruler to be accurate (1.8, 2.3)

Use the graphs to solve the simultaneous equations

$$x = \underline{2}$$

$$y = \underline{3}$$


What are the steps in the process?



What are the steps in the process?

Creating

The Knowledge and Skills
Organiser is created.

This may be by the teacher or
the student, or a partnership
between the two.

STEP
01



What are the steps in the process?



STEP 02

Learning

With possession of the Knowledge and Skills Organiser, the learning process begins. Students start to learn key material and practise key skills.

What are the steps in the process?

Quizzing

After the initial learning process, teachers set mini Knowledge and Skills Checks, which students revise for.

STEP
03



Pen/ paper
Quiz

Online quiz
e.g.
ClassMarker

What are the steps in the process?



STEP 04

Evaluating

Both students and teachers reflect upon the results of the Knowledge and Skills Checks and highlight areas for further practice and quizzing.

What are the steps in the process?

Moving forward

The student has a clear pathway for future learning so that all of the key knowledge and skills are embedded, ready for exams and beyond.

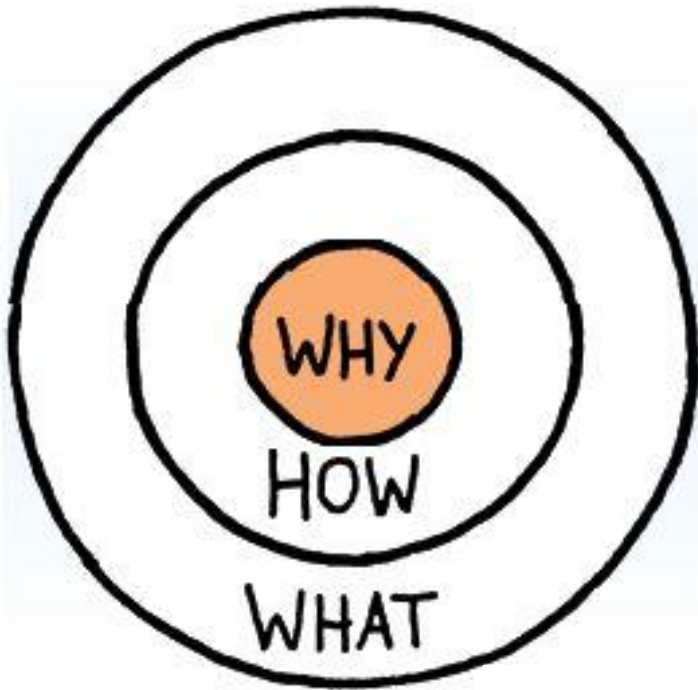
STEP
05



How do students feel about the Knowledge and Skills Organisers?

[Felix Long](#)

Homework at DCIS



Start with why,
Simon Sinek

Why?

The purpose

How?

The process

What?

The result



DOVER COURT
INTERNATIONAL SCHOOL
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Approaches to homework in the Secondary School

