



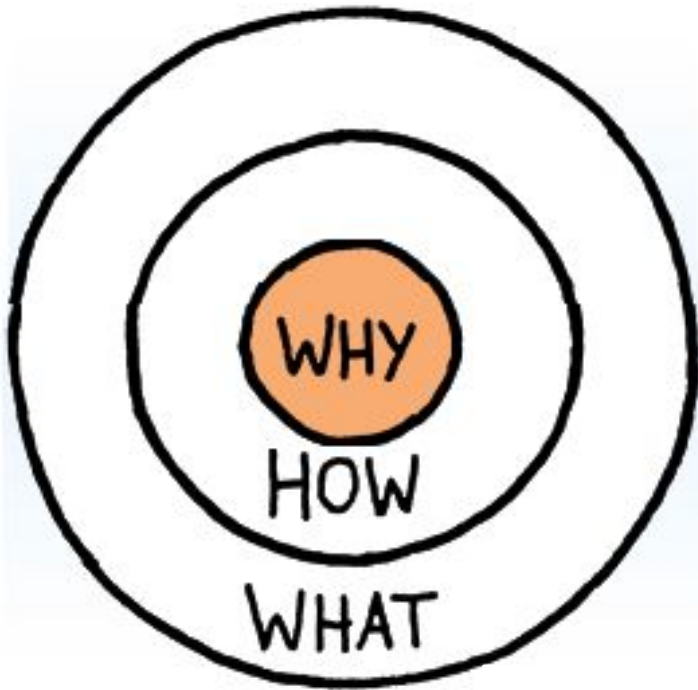
DOVER COURT  
INTERNATIONAL SCHOOL  
SINGAPORE  
A NORD ANGLIA EDUCATION SCHOOL

August 2018

# *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.

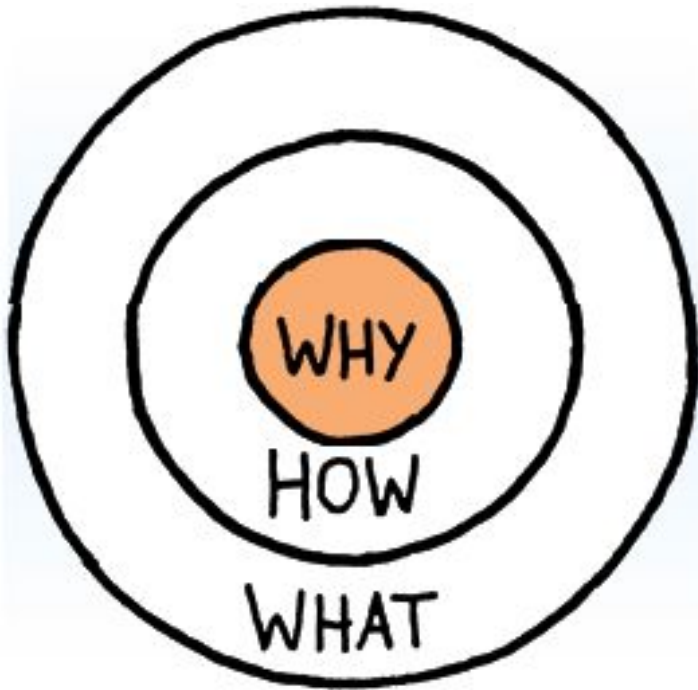


+5

# Preparing our students for their next steps



# Homework at DCIS



Why?

*The purpose*

How?

*The process*

What?

*The result*

## Stage 3 *Year 7, 8 and 9*

- 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><b>1. LO: To be able to give written details about myself in French</b></p> <p>You have a new friend in France. Write an email to your friend introducing yourself. You should build on the basic introductory 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><b>1. LO: To be able to use introductory phrases to create an effective story</b></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><b>2. LO: To be able to give key details about your family</b></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><b>1. LO: To be able to give introductory details about another person in French, using complex language</b></p> <p>You have been asked to create a biography of a famous person in French. I've sent an ePowerPoint, 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><b>3. LO: To be able to write an extended piece about your life</b></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 describing 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><b>2. LO: To be able to effectively describe a pet</b></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 description accurate and effective.</p>
<p><b>1. LO: To be able to give key spoken details about myself in French</b></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 Heslold can access it.</p>	<p><b>2. LO: To be able to describe your family</b></p> <p>You have a new friend in France, who has asked you about your family. Write an email responding to their 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 connectives and complex language covered in class to really elevate your language.</p>	<p><b>2. LO: To be able to give key spoken details about my family in French</b></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 description 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.**

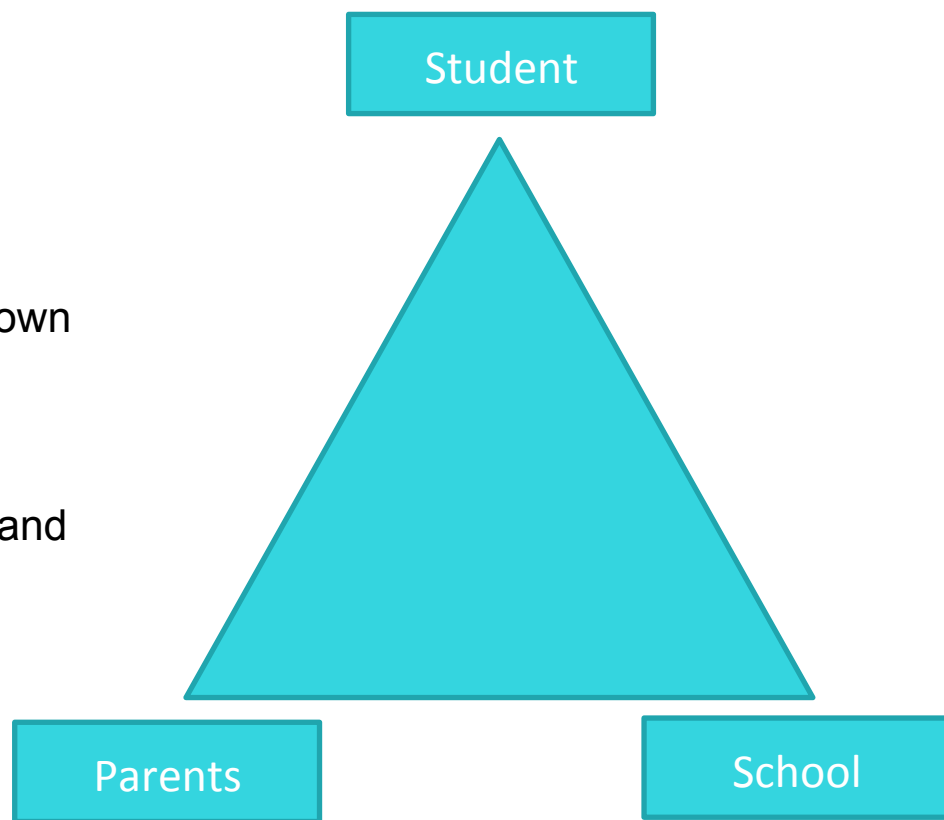
Top Tips



	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Art + DT	w/c 17/09/18	w/c 29/10/18	w/c 26/11/18
Music + Computing	w/c 10/09/18	w/c 08/10/18	w/c 19/11/18
French	w/c 17/09/18	w/c 29/10/18	w/c 26/11/18
Geography	w/c 24/09/18	w/c 05/11/18	w/c 03/12/18
History	w/c 01/10/18	w/c 12/11/18	w/c 10/12/18
Mandarin	w/c 01/10/18	w/c 12/11/18	w/c 10/12/18
Science	w/c 10/09/18	w/c 08/10/18	w/c 19/11/18

# Supporting students

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



# Core subjects

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## 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.

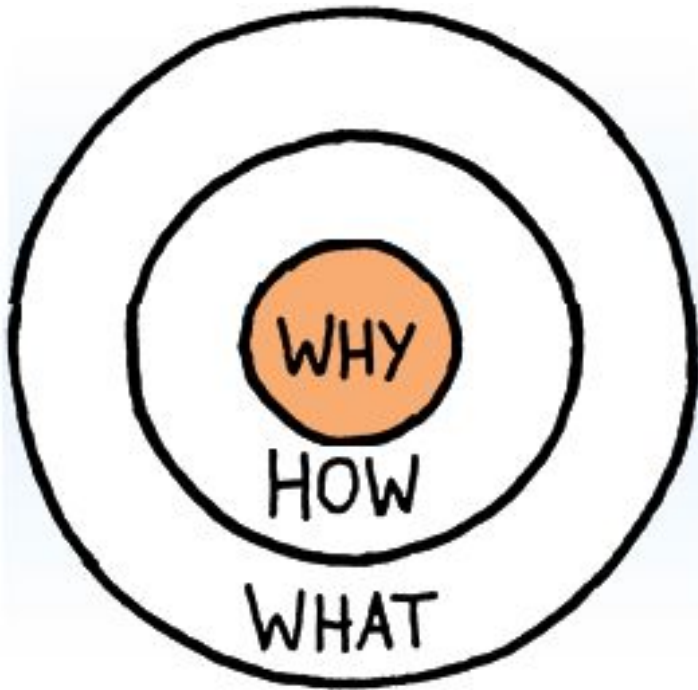
## ▪ ENGLISH

- 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.

## ▪ SCIENCE

- Follow Tic Tac Toe method in Year 7 and 8
- Being to use KS4 methods in Year 9 as they start the IGCSE programme in Year 9

# Homework at DCIS



Why?

*The purpose*

How?

*The process*

**What?**

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# 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




DOVER COURT  
INTERNATIONAL  
SCHOOL  
Singapore


Homework Feedback- Tic Tac Toe

Subject: French


<p>Learning Outcome: <b>To be able to create a video diary, giving details about myself in French, using complex language</b></p>	<p>Achieved (✓) Partially achieved (-) Not achieved (X)</p> <p style="text-align: center;">✓</p>
<p>Comment: <b>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.</b></p>	<p>Target: <b>Take care with certain items of pronunciation e.g. "ma famille" (ma fam-ee), "c'est" (say), "mes copains" (may cop-an) Okay</b></p> <p>Challenge: <b>In your video, could you also have described someone else? How would you have done this?</b> <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 term 'ans' I have 12 years I am 12 ans*

I am also going to challenge myself to *Use adjectival agreement 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. Example like pronouns*

Homework Feedback- Tic Tac Toe

Subject: French

<p>Learning Outcome: <b>To be able to write an extended piece about your lifestyle.</b></p>	<p>Achieved (✓) Partially achieved (-) Not achieved (X)</p> <p style="text-align: center;">✓</p>
<p>Comment: <b>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.</b></p>	<p>Target: <b>Now you should work on giving opinions for your reasons - 'parce que' (because), 'c'est' (it's) + adjective</b></p> <p>Challenge: <b>Can you translate the below?</b> <i>'I love football because it's fun'</i> <i>J'aime jouer au football</i> <i>parce que c'est divertissant</i></p>



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for

Signature

Date

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of  
Effort

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E [enquiries@dovercourt.edu.sg](mailto: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 \$280 already! The idea is that from a photo of a lovely memory (like a sunset) he will print a lamp that fills the room with 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](http://www.dovercourt.edu.sg)

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**DOVER COURT INTERNATIONAL SCHOOL SINGAPORE**  
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**Homework Action Plan** Form:

Name of Student: \_\_\_\_\_

Reasons for being placed on HAP:  
 • \_\_\_\_\_

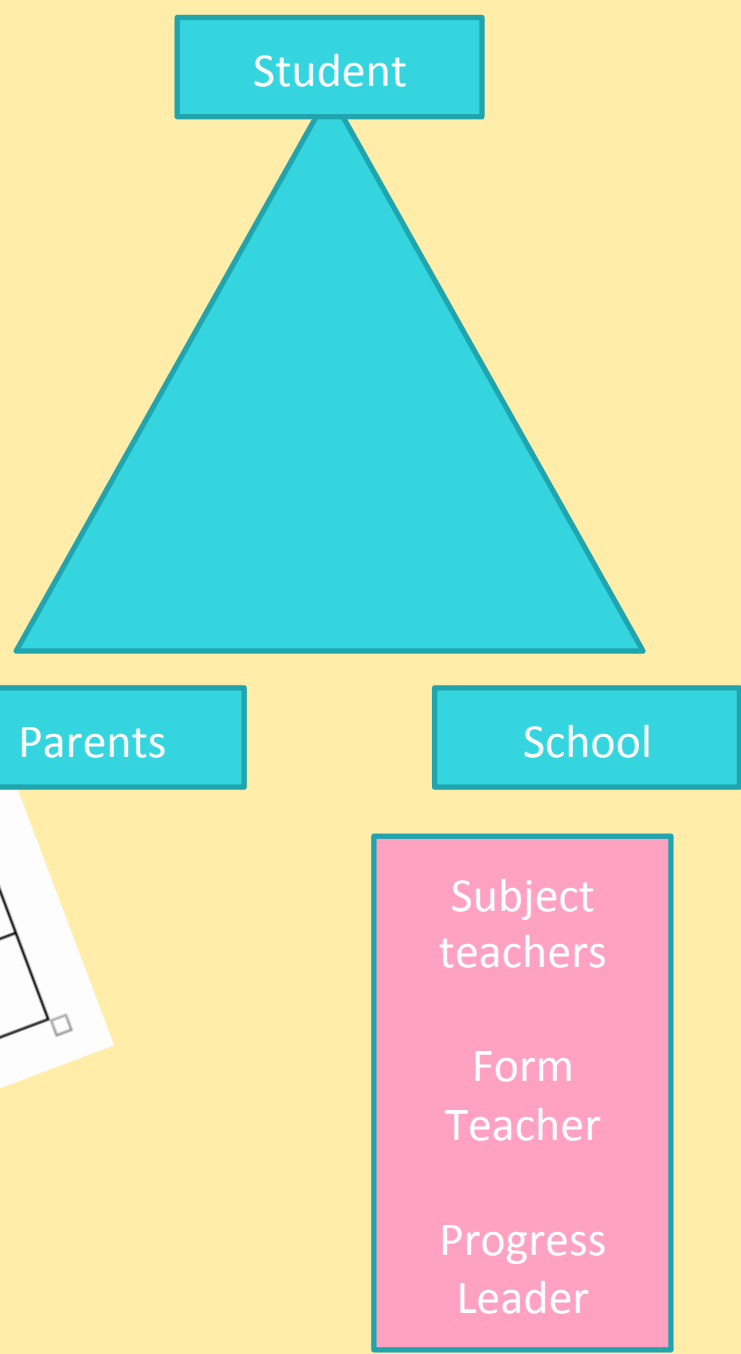
Date: \_\_\_\_\_

Targets:

1. How is target measured? \_\_\_\_\_
2. How is target measured? \_\_\_\_\_
3. How is target measured? \_\_\_\_\_

Evaluation: \_\_\_\_\_

Next steps: \_\_\_\_\_





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20 September 2016

# Approaches to homework in the Secondary School

## Key Stage 4 and 5



## 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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£ ●————●  
Cost

🔒 ●————●  
Evidence

+1 ●————●  
Months Impact

Reset ↻

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# Knowledge and Skills Organisers – KS4

**“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. <b>National Party</b> is elected into government and <b>creates apartheid</b>	1. Nelson Mandela	Lawyer, <b>defendant</b> , prisoner, <b>President</b>
1952	2. The African National Congress ( <b>ANC</b> ) launch the <b>Defiance Campaign</b>	2. Winnie Madikizela	South Africa's first black <b>social worker</b>
1955	3. <b>Mandela</b> is put on <b>trial</b> for <b>treason</b> at Pretoria	3. Walter Sisulu	African in <b>Robben Island prison</b> to 1989
1960	4. <b>Sharpeville Massacre</b> : 69 South Africans shot and killed by police	4. Chief Albert Luthuli	<b>President</b> of the <b>ANC</b> from 1952-1967
1960	5. Mandela and <b>ANC</b> <b>burn</b> their <b>passbooks</b> , and <b>100,000 Africans</b> join in	5. Oliver Tambo	<b>President</b> of the <b>ANC</b> from 1967-1992
1960	6. The National Party <b>apartheid government</b> <b>ban</b> the <b>ANC</b>	6. Ahmed Kathrada	Indian in <b>Robben Island prison</b> to 1989
1961	7. Mandela forms <b>Mkhonto we Sizwe, Spear of the Nation</b> , for sabotage	7. Desmond Tutu	Archbishop won 1984 <b>Nobel Peace Prize</b>
1963-4	8. <b>Mandela</b> is put on <b>trial</b> at <b>Rivonia</b> for <b>treason</b> , violence and sabotage	8. FW De Klerk	President who <b>ended apartheid</b> in 1990
1964-1990	9. <b>Mandela</b> is put in <b>Robben Island prison</b> with Sisulu & Kathrada	<b>MANDELA QUOTATIONS</b>	
1969-1978	10. Mandela's <b>son</b> Thembi and <b>mother</b> die, and <b>daughter</b> Zeni <b>marries</b>	<b>Freedom Charter, 1955</b>	<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. <b>Soweto Uprising</b> : hundreds of children shot and killed by police	<b>1. Rivonia Trial Opening</b>	<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. <b>Mandela</b> is <b>released</b> from <b>prison</b> by FW de Klerk	<b>2. Middle (20<sup>th</sup> April 1964)</b>	<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. <b>Mandela</b> <b>wins</b> the <b>Nobel Peace Prize</b>	<b>3. Rivonia Trial Closing</b>	<i>"I have fought against white domination, and I have fought against black domination."</i>
1994	14. <b>Mandela</b> is <b>elected</b> first black <b>President</b> in South Africa's history	<b>4. Rivonia Trial Ending</b>	<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. <b>South Africa</b> <b>win</b> the <b>Rugby World Cup</b> , held in South Africa	<b>LEGAL VOCABULARY</b>	
<b>POLITICAL VOCABULARY</b>		<b>1. defendants</b>	The people <b>charged</b> in a <b>trial</b>
<b>1. apartheid</b>	<b>racial segregation</b> of schools, hospitals, parks, beaches, buses	<b>2. verdict</b>	The <b>decision</b> if the defendant is <b>guilty</b> or <b>not guilty</b>
<b>2. segregation</b>	<b>systematic separation</b>	<b>3. sentence</b>	The <b>punishment</b> for the crime if the verdict is guilty
<b>3. government</b>	the political party with the most MPs in parliament	<b>4. judge</b>	An experienced lawyer who <b>decides</b> the <b>sentence</b>
<b>4. political party</b>	a <b>group</b> organising to <b>win</b> an <b>election</b> to parliament	<b>5. jury</b>	inexperienced people who <b>decide</b> the <b>verdict</b>
<b>5. oppression</b>	cruel denial of rights		
<b>6. sabotage</b>	<b>destruction</b> of <b>property</b> , avoiding murder		
<b>7. strike</b>	A <b>refusal</b> to <b>work</b> in protest		
<b>8. authorities</b>	the <b>government</b> , state or people in charge		
<b>9. defiance</b>	<b>refusal</b> to <b>obey orders</b>		
<b>10. treason</b>	<b>illegal violence</b> against the <b>government</b>		

### A Timeline of Apartheid in South Africa

	1. <b>National Party</b> is <b>elected</b> into government and <b>creates apartheid</b>
	2. The African National Congress ( <b>ANC</b> ) launch the <b>Defiance Campaign</b>
	3. <b>Mandela</b> is put on <b>trial</b> for <b>treason</b> at Pretoria
	4. <b>Sharpeville Massacre</b> : 69 South Africans shot and killed by police
	5. Mandela and <b>ANC</b> <b>burn</b> their <b>passbooks</b> , and <b>100,000 Africans</b> join in
	6. The National Party <b>apartheid government</b> <b>ban</b> the <b>ANC</b>
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	8. <b>Mandela</b> is put on <b>trial</b> at <b>Rivonia</b> for <b>treason</b> , violence and sabotage
	9. <b>Mandela</b> is put in <b>Robben Island prison</b> with Sisulu & Kathrada
	10. Mandela's <b>son</b> Thembi and <b>mother</b> die, and <b>daughter</b> Zeni <b>marries</b>
	11. <b>Soweto Uprising</b> : hundreds of children shot and killed by police
	12. <b>Mandela</b> is <b>released</b> from <b>prison</b> by FW de Klerk
	13. <b>Mandela</b> wins the <b>Nobel Peace Prize</b>
	14. <b>Mandela</b> is <b>elected</b> first black <b>President</b> in South Africa's history
	15. <b>South Africa</b> win the <b>Rugby World Cup</b> , held in South Africa

### A Timeline of Apartheid in South Africa

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



# How have the Skills and Knowledge Organisers worked 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"> <li>A community is a group of people who are in close contact and who share common interests.</li> <li>Religion - Chinese, Muslim, Christians, Roman Catholic, Orthodox, Methodist, Church of England.</li> <li>Gender - Male / Female</li> <li>We are all different but do not discriminate.</li> </ul>	<p>I belong to... - Pop 15</p> <p>Irish travellers - A home 5,300 Irish travellers in Northern Ireland.</p>
	Understanding that many individuals have multiple identities	<ul style="list-style-type: none"> <li>Dual heritage - People with parents or ancestry of different origins.</li> <li>Identity - Who or what someone or something is.</li> </ul>	<p>Conflicting loyalties - Pop 15</p> <p>A Catholic marries a Muslim. What religion should your children be brought up to?</p>
	The effects of changing patterns of identity and diversity on local and national communities	<ul style="list-style-type: none"> <li>Effect:</li> <li>Emotion</li> <li>Conflict</li> <li>Social groups</li> </ul>	<p>Religion in conflict - Pop 15</p> <p>Unethical sex consulting + logo to an Asian church</p>
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"> <li>UN - International organisation. Scrutinise 191 states and most countries in the world now belong.</li> <li>UN made the human rights so make sure terrible things don't happen again.</li> </ul>	

GLOBAL CITIZENSHIP

# How have the Skills and Knowledge Organisers worked 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>b)</p>	<p>c)</p>
<ul style="list-style-type: none"> <li>• Draw base line first</li> <li>• Measure angle from correct side</li> <li>• Draw other given length line with angle compass</li> <li>• Draw other line to meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Draw base line first</li> <li>• Measure angles from respective points</li> <li>• Draw lines in lines with angles</li> <li>• Leave construction lines showing</li> </ul>	<ul style="list-style-type: none"> <li>• Draw base line first</li> <li>• Set compass to length of one side</li> <li>• Draw arc on respective side</li> <li>• Repeat 2-3 on other side</li> <li>• Join arcs up together</li> </ul>

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.

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

Make sure you multiply every term!

Using the top equation  $\Rightarrow 2x + 3(-1) = 7$   
 (You can choose any - go for the easiest looking one!)  
 $2x - 3 = 7$   
 $2x = 10$   
 $x = 5$

Q2. Solve this pair of simultaneous equations:

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

$$\begin{aligned} y &= 5 - 2x \\ 3x - 2y &= 4 \end{aligned}$$

Substitute  $y = 5 - 2x$  into the second equation:

$$\begin{aligned} 3x - 2(5 - 2x) &= 4 \\ 3x - 10 + 4x &= 4 \\ 7x - 10 &= 4 \\ 7x &= 14 \\ x &= 2 \end{aligned}$$

Then find y:

$$\begin{aligned} y &= 5 - 2(2) \\ y &= 5 - 4 \\ y &= 1 \end{aligned}$$

Make sure you use brackets when you substitute! C are out with the sign  $\Rightarrow -2x - 2x = +4x$

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

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

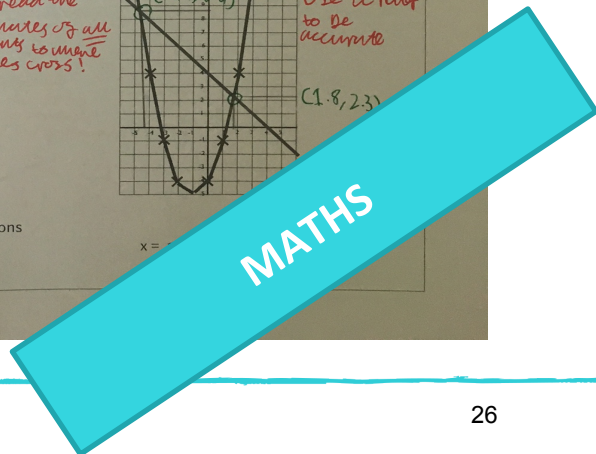
Just read the coordinates of all the points to make the lines cross! (2,3)

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

Use a ruler to be accurate (1, 3, 2, 3)

Use the graphs to solve the simultaneous equations

$x = 2$   
 $y = 3$



# 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 can you support your child with homework?

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- Ensure they pick the correct task – is it suitable? Does it interest them? Do they have the correct materials to do it?
- Help them manage deadlines
- Set aside time each evening to look through the TTT booklet to manage time effectively
- Support and encourage – please do not do it for them!
- Academic honesty - read through their work at the end, have they put research into their own words or have they copied and pasted it from the internet?
- Read the Secondary Spotlight each week for homework deadline reminders



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# Approaches to homework in the Secondary School

