



## Homework and Independent Study

### In Brief

Homework and independent study contribute to building responsibility, self-discipline and lifelong learning habits. At Bournemouth School we believe the type of homework we set should be informed by the latest and strongest research on cognitive science. Homework has been shown to yield the strongest benefits when it reinforces learning from the classroom, encourages students to take ownership of their work and prepares them directly for in class assessment. Therefore, the central homework policy is focused on Knowledge Organisers and Do Now tasks as part of a focus on retrieval practice.

### Guiding Principles of the Homework and Independent Study Policy

- We regard homework and independent study as an integral part of the curriculum - it is planned and prepared alongside schemes of learning
- The foundations of effective homework and independent study practices are established early on and develop progressively across all key stages
- Homework is most successful when students are intrinsically motivated and understand the academic benefits of revision.
- Knowledge Organisers are provided for all students in Years 7-11 each half term so every student is clear about what they should be learning at home.
- Knowledge Organisers are also provided electronically on Microsoft Teams (MS Teams). This enables students and parents to know what is expected.
- The support of parents is essential. Parents assist in many ways, for example, by helping students have the correct environment to work in, monitoring home learning and providing encouragement for students to rise to challenges
- Do Now tasks are used to allow staff and students to monitor the success of Homework tasks.
- All students are supported with homework through the monitoring of their homework journals and the opportunity for personal intervention if needed.

### The purpose of Homework and Independent Study

The main purposes of setting activities to be completed outside the classroom include:

- encouraging students to develop the skills, confidence and motivation needed to study effectively on their own
- consolidating and reinforcing skills and understanding developed at school
- sustaining the involvement of parents in the management of students' learning and keeping them informed about the work students are doing.
- Provide students with positive reinforcement of the learning so far.

Knowledge Organisers lie at the heart of our homework policy, serving as comprehensive tools that consolidate essential subject content, key concepts and key vocabulary. These powerful resources enable students to take ownership of their learning and engage with the curriculum in a purposeful and meaningful way. By providing a clear framework of knowledge, they offer structure, guidance, and support to both students and teachers. **[see Appendix 1]**

### **Our Homework Policy:**

1. All students will have a knowledge organiser for each subject per half term printed as a booklet.
2. Students will be expected to learn everything on the knowledge organiser and this revision will form their primary homework task.
3. Students will be given a retrieval task at the start of each lesson to check the effectiveness of their homework revision.
4. Clear Expectations: Students will receive clear instructions regarding the homework strategies, the resources required and the expected level of effort. This clarity will help students manage their time effectively and ensure homework successfully contributes to their learning. Students will expect a retrieval task at the start of every lesson to test how successfully they have used their homework strategies to embed their learning. **[See Appendix 2]**
5. Support and Feedback: Tutors and class teachers will provide ongoing support and feedback on how to use Knowledge Organisers successfully. They will offer guidance and encouragement to strengthen the learning process and promote continuous improvement.
6. Parental Engagement: We value the partnership between school and home in supporting students' academic progress. Parents and guardians will be kept informed about homework expectations and the role of the knowledge organisers. Regular communications channels will be established to foster a collaborative approach to learning.
7. Revision strategies: Students will be offered a range of strategies designed to consolidate and reinforce the learning that takes place in the classroom. These will mainly focus on revision strategies such as 'Look, Cover, Write, Check' and are designed to ensure students commit their learning to their long-term memory. Each department will explicitly teach the appropriate strategies to their students

We firmly believe that the adoption of Knowledge Organisers as a central feature of our homework policy will empower our students to become independent learners, better equipped with the knowledge and skills necessary for success. Together, we will embark on a journey of discovery, exploration, and growth, cultivating a love for learning that extends beyond the boundaries of the classroom.

### **Additional Homework Tasks:**

At KS3 all students will have 30 minutes of reading assigned per day. There is an expectation that students should read 2 books per half term as part of their English library lessons.

At KS4 those students completing NEAs in practical subjects may be asked to complete some of this work at home. In these circumstances the teacher must ensure the work is clearly explained, the task is recorded on Teams and all necessary resources are provided. Staff should follow the JCQ guidance in relation to AI to ensure all work completed at home can be validated. Students should not be asked to complete more than an additional 30 minutes a week on top of their normal revision homework.

### **Accessibility**

As we appreciate the benefits of effective homework and independent study, we must ensure that all students have the opportunity to undertake it successfully. The support of parents is a pre-

requisite in ensuring that the students have a space and the time available to complete their homework. In support of this aim:

- staff must be well informed about family circumstances;
- parents must be involved in their son's learning, in keeping with their circumstances and the age of the students;
- particular care must be taken to collaborate with parents of students with special educational needs, to ensure tasks are appropriate and feasible;
- alternative study support opportunities must be provided where appropriate (including individual help, the use of IT and MS Teams, and homework clubs).

The quantity of home learning assignments set should not prevent students from participating in activities after school such as sport, music, or clubs of any kind.

## **Rewards & Sanctions**

When monitoring the homework journals, tutors will offer achievement points for students who consistently demonstrate a high level of effort.

Class teachers should offer achievement points for those students consistently achieving maximum marks in their Do Now task.

Sanctions are to be avoided in favour of homework support. Those students who are not completing homework successfully should be spoken to by the tutor and advice offered as a first step. If the pattern continues they should be invited to attend after school homework support sessions and parents informed. If necessary students can complete their homework in after school session until they are confident and able to work independently.

A failure to successfully complete homework should be recorded as a feature of the ATL in the Progress Checks.

## **Arrangements for monitoring and evaluating homework and independent study**

The application of this policy will be monitored by postholders within departments to ensure that quality Knowledge organisers are produced that accurately reflect the unit of work and Do Now tasks are being set each lesson that provide an appropriate level of challenge.

## **Summary of Homework and Independent Study Responsibilities**

### **Responsibilities of Subject Lead:**

- Ensure knowledge organisers are created for each unit of work, for each term, for each academic year. This should be done collectively as a department.
- Ensure Do Now tasks are incorporated into SOL to monitor homework and offer the chance for retrieval practice.

### **Responsibilities of Subject Staff:**

- Ensure all students understand which elements of the knowledge organiser have been taught and should be revised for homework.
- Ensure the appropriate revision strategies for that subject are taught explicitly and all students know how to revise their knowledge organiser. **[See Appendix 3]**
- Provide a Do Now task at the start of every lesson that is hard enough to offer a challenge but is still easy enough to gain 100% if the homework has been completed.
- Circulate during the Do Now tasks to monitor students' responses.

- Identify students who are under performing in their Do Now tasks and make a tutor homework referral.

### **Responsibilities of Tutors:**

- Monitor all homework journals each week
- Support students in managing their time to complete all revision
- Provide students the opportunity to complete homework during one tutor time session.
- Identify if a teacher has made a homework referral and speak to the relevant student to offer support
- Refer any students to homework support if there are ongoing homework concerns
- Speak to parents if there are homework concerns.

### **Responsibilities of Parents:**

- set a regular, uninterrupted study time each day
- establish a quiet, well-lit study area
- monitor student's organisation and daily list of assignments
- Encourage the student to contact their class teacher if they find any work difficult or confusing

### **Responsibilities of Students:**

- Have a copy of the current knowledge organiser with them at all times in school
- Have a copy of the Homework Journal with them at all times in school
- Ensure the correct parts of the knowledge organiser have been ticked so they are clear what to revise.
- Be clear on what revision will be completed each evening
- find a quiet, well-lit study area
- Understand how to use each revision strategy and speak to your tutor or class teacher if uncertain
- work on assignments independently whenever possible, so that it reflects your ability and enables you to make progress
- use all the resources available to you (including lunchtime and after school clubs, the library, etc)
- you should take pride in doing your best

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

## Appendix 1

### What is a Knowledge Organiser?

A Knowledge Organiser is a structured document that serves as a condensed summary of essential knowledge, key concepts, and key vocabulary within a specific subject or topic. It acts as a central reference tool for students, providing a clear and concise overview of the key information they need to learn and understand.

#### A typical Knowledge Organiser includes the following components:

1. **Key Facts and Information:** It presents important facts, definitions, formulas, dates, or any other pertinent information related to the topic. This section provides students with a solid foundation of knowledge to build upon.
2. **Key Concepts and Themes:** It outlines the main ideas and central concepts that underpin the subject or topic. This section helps students develop a deeper understanding of the subject matter and make meaningful connections between different elements.
3. **Key Vocabulary:** It includes a list of key terms, phrases, or technical vocabulary relevant to the topic. Understanding and using the appropriate terminology is crucial for effective communication and demonstrating subject-specific knowledge.
4. **Diagrams, Maps, or Visual Aids:** It may incorporate visual representations such as diagrams, maps, or images that enhance understanding and aid in visualizing complex concepts or relationships.

#### Using a Knowledge Organiser:

1. **Introduction and Pre-learning:** Before diving into a new topic, students can review the Knowledge Organiser to gain an overview of the subject matter, identify key areas of focus, and activate prior knowledge.
2. **Consolidation and Revision:** Throughout the learning process, students can refer to the Knowledge Organiser to consolidate their understanding. They can review key facts, concepts, and vocabulary to reinforce their learning and ensure a solid grasp of the material.
3. **Independent Study and Homework:** The Knowledge Organiser serves as a valuable resource for independent study and completing homework tasks. Students can use it to guide their research, answer questions, or develop their own notes and summaries.
4. **Exam Preparation:** When preparing for assessments or examinations, students can rely on the Knowledge Organiser to structure their revision. It provides a comprehensive overview, ensuring they cover all essential aspects of the subject and reinforcing their knowledge before the exam.
5. **Self-assessment and Reflection:** Students can use the Knowledge Organiser as a tool for self-assessment, checking their understanding against the key information and concepts presented. It helps them identify areas of strength and areas that require further study or clarification.

#### Why use Knowledge Organisers?

1. **Consistency:** Knowledge organisers ensure consistency in the delivery of the content across all classes. Students can expect to find the same key information in their knowledge Organisers, which creates a cohesive learning experience throughout the school.
2. **Focus on essential knowledge:** With limited time available it is crucial to prioritise the most important knowledge and concepts. Knowledge Organisers help distil complex subjects into manageable and digestible units, focusing on the fundamental information required for a comprehensive understanding of the topic.
3. **Long-Term Retention:** By regularly reviewing and revisiting the information contained in the Knowledge Organisers, students reinforce their understanding and commit key concepts to long-term memory. This approach promotes meaningful learning and enhances the ability to apply knowledge in various contexts.

By using Knowledge Organisers, students develop effective study habits, improve their knowledge retention, and enhance their ability to make connections and apply their learning to various contexts. They promote a systematic and organized approach to learning, enabling students to become more independent, confident, and successful learners.

## Appendix 2

### Time Allocation

The table below gives general guidance as to the amount of homework to be set. Flexibility may be given so that students usually have more than one evening in which to complete a task.

#### KS3

Monday		Tuesday		Wednesday		Thursday		Friday	
Free Choice	15	Maths	15	Free Choice	15	Maths	15	Free Choice	15
Free Choice	15	English	15	Free Choice	15	English	15	Free Choice	15
Reading	30	Reading	30	Reading	30	Reading	30	Reading	30

Total:

30 minutes per day revision

30 minutes per day reading

#### KS4

Monday		Tuesday		Wednesday		Thursday		Friday	
Maths	15	Maths	15	Maths	15	Maths	15	Free Choice	15
English	15	English	15	English	15	English	15	Free Choice	15
Science	15	Science	15	Science	15	Science	15	Free Choice	15
MFL	15	MFL	15	MFL	15	MFL	15	Free Choice	15
Hums	15	Hums	15	Hums	15	Hums	15	Free Choice	15
Free Choice	20	Free Choice	20	Free Choice	20	Free Choice	20	Free Choice	20
Free Choice	20	Free Choice	20	Free Choice	20	Free Choice	20	Free Choice	20

Total:

Maths, English, Science, MFL and Hums 15 minutes per day except Fridays

Free Choice 40 minutes per day except Fridays when it is 2 hours

The DfE guidelines for secondary school children are:

- Years 7 and 8: 45 to 90 minutes per day
- Year 9: one to two hours per day
- Years 10 and 11: 1.5 to 2.5 hours per day

## Appendix 3

### **The types of revision task:**

Students can undertake a range of different revision tasks as part of their revision of Knowledge Organisers. These are listed below

#### **Look, Cover, Write, Check: (This is the most important strategy)**

*Students look at a section of the KO and read through the work with the aim of remembering it. Students now cover this work and try to recall it. They write out the section of the KO from memory. They finally uncover the section and check the accuracy of what they have written. If they have made any mistakes they should correct these.*

#### **Flash cards:**

Students create flash cards using the content of their knowledge organiser and then use these to test themselves

#### **Self Quizzing:**

Students answer questions on the relevant sections of their knowledge organisers. Some departments may have provided quiz questions, students can work with a partner to generate quiz question or students can generate their own questions.

#### **Online or Department quizzing:**

Students complete online quizzes or ones set by departments using different platforms to test their knowledge or apply their knowledge. In maths these are compulsory for the first half term and the results will be monitored by class teachers.

#### **Sentence builders:**

Students write out sentences that accurately use the key terms they have learnt from their KO