



## Overview of Homework – Year 7



At Thirsk School, homework is departmental – in other words each department sets its own homework policy, identifying the kind, frequency and level of task that is most appropriate for the needs of the curriculum of a particular subject. The guide below gives an overview of each department's approach. There may be times when teachers may need to set something slightly different, but in general they will follow the principles set out below.

| <b>SUBJECT</b> | <b>DETAILS</b>   | <b>PURPOSE</b>  | <b>FREQUENCY/TIME</b>   | <b>FEEDBACK</b>  |
|----------------|--|---|---|--|
| Art            | Homework time will be used to continue a skill taught in the lesson, e.g. tonal shading of a sphere or drawing a personal object to include tonal shading and mark making. Students may also be asked to collect and bring images/objects to a lesson. | To practise a skill or to prepare for the next lesson using objects/ images which are more personal to the student. | Set once per fortnight.<br><br>Task should take 30-45 minutes.                        | Through self and peer assessment.                          |
| Computing      | Students will be set project-based homework.   | To develop independent learning skills. To gain extended knowledge about the topics covered in lessons.             | Once per term<br><br>Students will work on the project regularly throughout the term. | Through follow-up tasks in lesson.                         |
| Drama/Music    | Homework tasks will involve research and/or written descriptions of work completed in lessons.   | To develop students' extended writing skills. To gain background information about the topics covered in lessons.   | Once per fortnight<br><br>Task should take approximately 15 minutes                   | Through verbal discussion and regular maintenance marking. |

|                 |  |  |   |   |
|-----------------|--|--|---|---|
| English         | Students complete tasks that build confidence and skills in reading and/or writing, e.g. learning spellings and new vocabulary, private reading, proof reading, research.  | To support skill development in reading and/or writing   | Once per fortnight<br><br>Task should take 20-30 minutes            | Verbal feedback in class, peer marking, reward stamp etc.   |
| Food Technology | Homework task types include analysis of meals, researching production methods, researching the properties of ingredients. As part of preparation for food technology lessons, students must also weigh and measure the ingredients they will need for practical lessons.   | To practise learning completed in lesson. To extend learning and identify key information. To be ready for learning and organised.           | Three times per half term<br><br>Task should take around 30 minutes | Verbally and through regular maintenance marking.   |
| French/German   | In week 1, students will be asked to complete online reading and listening practice using the Active Learn website. In week 2, they will be asked to learn vocabulary via the Memrise app or website. Before assessments, they will be set revision homework. This may consist of learning vocabulary or memorising a written passage. | To aid memorising vocabulary specific to the scheme of learning and to practise key skills such as listening, reading or aspects of grammar. | Once per week<br><br>Task should take 30-45 minutes maximum         | Feedback is instant for the students. They are awarded points for Memrise work and Active Learn tasks are self-marking. Teachers monitor and record scores. |
| Geography       | Homework will typically be either a research task or online tasks using Seneca Learning which focus on vocabulary and understanding key processes. At certain points in the year, revision homework will be set (to prepare for assessments).  | To learn vocabulary and meanings, be able to understand and apply learning in processes and written tasks and extend/embed skills.           | Usually once per fortnight.<br><br>Task should take 15-20 minutes   | Seneca gives students instant feedback through a score. Whole class feedback is also given, through which areas of concern can be revisited.                |

|         |  |   |   |  |
|---------|--|---|---|--|
| History | Students are issued with a knowledge organiser (revision sheet) at the start of each topic. Students use this to create their own revision resource which they then use to revise for the end of the topic test. Following the test, students must respond to teacher feedback, e.g. by correcting spellings and completing an improvement task. | To build confidence in revision practices and strengthen contextual knowledge of topic studied. To reflect on historical skills and SPAG (spelling, punctuation and grammar). | Twice every 5-6 lessons<br><br>Creation of revision resource is expected to take 30 minutes. Students are expected to spend 2-3 hours on revision (across a 2-3 week period). The feedback task is expected to take 30 minutes. | Teachers will check revision resources. Students will receive a score for their knowledge test. Students will also receive feedback through regular maintenance marking. |
| Maths   | Students will be set a variety of tasks appropriate to their topic. For example, they may be given worksheets to practise a skill, learning tasks, research or activities to complete online. When preparing for an assessment, students will be set revision homework.  | To practise the mathematical skills being covered in the current topic. To aid the retrieval of prior knowledge. To prepare and revise for assessments.                       | At least once per week<br><br>Task should take approximately 30 minutes.  | Where possible, feedback will be given at the start of the 'hand in' lesson.   |
| RS      | Students are set tasks based around key word revision and research. This often takes the form of a quiz accessed through Teams.  | To embed key terms. To review prior learning and preview upcoming learning.   | At least once per fortnight<br><br>Task should take approximately 10-15 minutes   | Students will receive a score for their quiz.  |
| Science | Assignments set in class. Details on Bromcom and in students' planner.   | To consolidate prior learning. To prepare for exams and assessments.  | Approximately once per week.  | Homework marked and feedback given.  |

|            |  |  |   |   |
|------------|--|--|---|---|
|            | Students receive subject-specific vocabulary sheets for each topic to stick in planner and learn.                      | To embed vocabulary use and recall of key facts  | Tasks should take 15-30 minutes.                                    |   |
| Technology | Homework task types include drawing and shading practice, researching materials, analysing products.                   | To practise learning completed in lesson. To extend learning and identify key information. To be ready for learning and organised. | Three times per half term<br><br>Task should take around 30 minutes | Verbally and through regular maintenance marking. |
| Textiles   | Homework task types include producing mood boards, researching material properties, researching manufacturing methods. | To practise learning completed in lesson. To extend learning and identify key information. To be ready for learning and organised. | Three times per half term<br><br>Task should take around 30 minutes | Verbally and through regular maintenance marking. |