

Archbishop Tenison's Church of England High School

Homework Booklet



2026-2027

If you have any questions about your son or daughter's homework tasks in a subject, please contact the **Head of Department or the Main Teacher for the subject** in the first instance. The names of each Head of Department or Main Teacher are included on the individual pages for each subject.

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Introduction

School's Vision and Policy

Homework supports the school's aim of 'academic excellence'. It is essential that teachers set meaningful homework regularly and consistently so that pupils and students can establish good routines, giving them the capacity to work independently through their time at Archbishop Tenison's and beyond. Setting, marking and giving meaningful feedback has a clear impact on the progress of pupils and students:

'The evidence shows that the impact of homework, on average, is five months; additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. There is some evidence that homework is more effective when used as a short and focused intervention'. (Education Endowment Fund)

The purpose of homework

- Foster the ability to work independently
- Help pupils reflect on, and consolidate, what they have learned
- Move their learning beyond the confines of the classroom

Homework tasks should:

- Be related to the work in the classroom
- Be varied
- Be manageable
- Be challenging but not too difficult
- Promote self-confidence and understanding
- There should also be a clear system of rewards and recognition for good work
- There should always be clear guidance and support

Department

It is the Head of Department's responsibility to ensure that the appropriate tasks and texts are available for homework to be set according to the school's expectations. This homework must be set systematically and develop the knowledge, understanding and skills of the students. Departments are encouraged to set homework that can run parallel to the lessons in a scheme of work but is not dependent on them: homework can be discrete but complementary.

Teachers

It is the teacher's responsibility to set the homework regularly in accordance with the school's expectations. The teacher must consistently ensure that the details and the resources for the homework/assignment are uploaded onto the correct 'Class Teams' on the day of the lesson and that the deadline is clear and manageable. The teacher is also responsible for ensuring that tasks are appropriate for every pupil/student in the class.

Finally, to encourage pupils/students to produce high quality homework/assignment, regular feedback and assessment are essential. This feedback and assessment do not necessarily need to be given via Teams but should be given in the most accessible and appropriate form for progress.

Pupil/Student

Pupils/students, where possible, are expected to complete homework/assignment according to the homework completion timetable as this will establish good routines. It is the pupil/student's responsibility to access their homework/assignment in MSTeams either at home or at school.

Parents

Parents and carers can support their children by:

- Adhering to the completion timetable (See Appendix VIII). This completion timetable has been created to give pupils a routine that will ensure that they are not overwhelmed by the amount of Assignments set and spend the appropriate amount of time on each subject.
- Making sure that the necessary workspace and resources are available.
- Providing a quiet place to work.
- Communicating concerns about homework to the tutor

Monitoring

Teachers are responsible for setting and monitoring completion of Assignments.

Heads of Department are responsible for monitoring the quantity and quality of the homework set by using 'Teams'.

Tutors are responsible for communicating concerns about the setting and completion of homework to their Head of Year.

Heads of Year are responsible for ensuring that pupils' completion of homework is monitored, and appropriate pastoral support is put into place for those students who need it.

Senior Leaders are responsible for ensuring that, through regular line management meetings, Heads of Department are monitoring effectively and maintaining the high standards of the school.

The Governors are responsible for ensuring that the school, as a whole, is setting homework according to the school's policy.

Homework Timetables

Year 7-11

The homework timetables suggested below are to support pupils' organisation regarding when to complete their homework. The timetables do not refer to the day on which the homework is set.

For pupils, all homework is set via the Assignments area on MSTeams. Parents are able to view the homework set for their child via the parental MCaS app for mobile devices.

Year 7

Homework Timetable Year 7				
Monday	Science	RS	Technology Carousel	
Tuesday	English	Latin	Pastoral Studies	
Wednesday	Maths	German	Music	Drama
Thursday	History	Geography	Art	
Friday	French	Computer Science Carousel	PE	

Year 8

Homework Timetable Year 8				
Monday	Science	Theology	RS	
Tuesday	English	Technology Carousel	Drama	
Wednesday	Maths	Art	PE	Computer Science
Thursday	History	Geography	German	
Friday	Latin	French	Music	

Year 9

Homework Timetable Year 9				
Monday	English	RS	Theology	
Tuesday	Maths	Technology Carousel/Music	Art	
Wednesday	Science	German	PE	
Thursday	History	Geography	Computer Science	French
Friday	French	Drama	Latin	

Year 10

Homework Timetable Year 10			
Monday	Science	Option A	
Tuesday	Maths	PE/Dance GCSE groups	
Wednesday	Science	Option B	Option D
Thursday	English	Twilight	
Friday	Science	Option C	

Year 11

Homework Timetable Year 11			
Monday	Science	MFL	Option A
Tuesday	Maths	PE/Dance GCSE groups	
Wednesday	Science	Option B	MFL
Thursday	English	Twilight	
Friday	Science	Option C	PE

Homework in the 6th Form

Details regarding homework in the 6th Form can be found on the individual subject pages but as a guide, Independent study/homework in the 6th Form needs to equal the same number of lessons that they are taught for.

For example, Sciences have 6 lessons a week so students will be given 6 hours of independent study/homework. If specific homework is not set, students must complete work independently such as reading their lesson notes, the textbook or completing independent research.

What does homework feedback look like?

1. Feedback styles will vary dependent on the work set.
2. There is a formal assessment at the end of each unit of work and in most subjects, there will be written feedback, with a grade.
3. Feedback can be only verbal on homework and work in lessons.
4. The feedback might happen later in the learning cycle as the homework may be a small part of a larger whole.
5. The location of the feedback can vary – for example, in books, on Teams or on a test paper.



Microsoft Teams for Pupils and Students

All of our homework tasks are shared with pupils through the Assignments area of MSTEams. Each pupil has their own Microsoft365 login which they are given on arrival to the school. This gives them access to an individual Team for each subject they study. Teachers post homework information in the Assignments area of the Class Team and this will typically include a description of the task, copies of worksheet needed and a clear deadline for submission. There may also be links and additional attachments to support the completion of the homework.



MyChildAtSchool (MCAS) – Parental App

One of the biggest positive effects on young people's progress happens through the engagement of parents/carer in their child's learning. For this reason, Archbishop Tenison's is now using the MyChildAtSchool app not only to keep you informed about your child's attendance, rewards, sanctions and school announcements but we are now also sharing your child's homework details via this app.

Please ensure you have downloaded the MCAS app so that you can view homework alongside the range of regularly check the app for updates and messages from teachers. Staying connected through MCAS helps support your child's learning and progress.

Subject: Art

Head of Department: Miss D Wren

Number of lessons each week:

Years 7-9: 1 lesson per week

Years 10+11: 3 lessons per week

Years 12+13: 5 lessons per week



Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	Every fortnight
Year 8	30	Every fortnight
Year 9	45	Every fortnight
Year 10	60	Once a week
Year 11	90	Once a week
Year 12	120	Once a week
Year 13	120	Once a week

What types of tasks do we set?

KS3 – Artist research pages which would include finding out artist information, doing a copy of their favourite piece by the artist. They also get flip learning homework.

KS4 – a continuation of tasks started in class; they often be asked to present the work created in lessons within their sketchbooks. As the course develops personal homework tasks are also set.

KS5 – homework will be more to do with us setting them personal targets for their own personal project development. It is encouraged they also visit galleries and do research at home.

Subject: Business Studies

Main Teacher: Mrs C Schlegel

Number of lessons each week:

Years 12+13: 5 lessons per week



Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 12	60	Typically 1 task per week of 60 minutes, possibly 2 smaller tasks of 30 minutes each The formal homework does not replace the student's self-organised independent practice of baseline subject skills (2-3 hours per week): Debriefing lesson content; reading textbook chapters on taught topics key terms flashcards or quizzes; diagram drawing; calculations practice. Reading three independently chosen newspaper articles of the real business world (eg BBC News Business) per week amount to additional 30 minutes.
Year 13	60	Typically 1 task per week of 60 minutes, possibly 2 smaller tasks of 30 minutes each The formal homework does not replace the student's self-organised independent practice of baseline subject skills (2-3 hours per week): Debriefing lesson content; reading textbook chapters on taught topics key terms flashcards or quizzes; diagram drawing; calculations practice The student should self-organise and allocate 30 minutes to bite-sized revision of Y12 content every week. Reading three independently chosen newspaper articles of the real business world (eg BBC News Business) per week amount to additional 30 minutes.

What types of tasks do we set?

- Essay writing practice (Y12)
- Essay writing exam-style (Y13)
- Exam style questions and essays
- Online concept retrieval quizzes
- Worksheets
- Watching documentaries
- Online lesson activities – Tutor2u
- Preparing presentations
- Flipped learning
- Textbook reading

Subject: Classical Civilisation

Head of Department: Mrs F Di Carlo

Number of lessons each week:

Year 12: 5 lessons per week

Year 13: 5 lessons per week



Year Group	Maximum length of homework task in Minutes	Regularity of homework (per week/fortnight/per half term)
Year 12	90	Usually 2 pieces per week
Year 13	90	Usually 2 pieces per week

What types of tasks do we set?

At KS5 students will be expected to complete a high level of independent study each week for Classical Civilisation. This will include preparation tasks for future lessons, written tasks based on the topics studied in lessons, practice essays and questions on physical and written sources. Students may be asked to complete extra research or reading on the topics studied. There will be additional revision set before formal assessments. Students will also have the opportunity to undertake wider reading to improve their knowledge of the topics studied and the wider Classical world.

Subject: Computer Science

Head of Department: Mrs R Mahmud



Number of lessons each week:

Year 7: 3 lessons per week (in a carousel)

Year 8: 3 lessons per week (in a carousel)

Year 9: 1 lesson per week

Year 10: 3 lessons per week

Year 11: 3 lessons per week

Year 12: 5 lessons per week

Year 13: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	1 per week
Year 8	40	1 per week
Year 9	45	1 per week
Year 10	60	1 per week
Year 11	60	1 per week
Year 12	60	Generally 2 or 3 pieces a week, in addition students complete programming and NEA tasks as well
Year 13	60	Generally 2 or 3 pieces a week, in addition students complete programming and NEA tasks as well

What types of tasks do we set?

KS3 (Years 7-9): Homework consists of tasks related to the topic of study for the half term; it aids and tests the understanding and application of the topic. It could include creating posters and presentations about topic of study, researching activities, completing online activities about data representation/conversions and algorithmic/computational thinking, completing online quizzes, creating spreadsheets, scratch programs, web pages, and basic python programs. Seneca is also used for setting homework tasks.

KS4 (Years 10+11): Homework consists of tasks related to the units currently studied; it aids and tests the understanding and application of the topic. The tasks could require students to conduct further research around the topic. At KS4, programming is an important aspect of the course so homework will include many pseudocode and python programming tasks. Seneca is also used for setting homework tasks. Setting past paper questions as homework to enable students to be familiar with exam questions.

KS5 (Years 12+13): Homework consists of tasks related to the units currently studied; it aids and tests the understanding and application of the topic. Most tasks will require students to conduct further research around the topic. Programming is a crucial aspect of the course so homework will include many pseudocode and python programming tasks. Setting past paper and revision questions as homework to enable students to be familiar with exam questions. Homework would also include different tasks related to the NEA, students will need to complete the majority of their NEA project (coding and write-up) as homework.

Subject: Design Technology/Product Design

Head of Department: Ms S King

Number of lessons each week:

Year 10+11: 3 lessons per week



Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	Three times per rotation
Year 8	30	Three times per rotation
Year 9	30	Three times per rotation
Year 10	45	Fortnightly
Year 11	45	Independent research relating to NEA

What types of task do we set?

Years 7-9 – Research and investigations into the influences of the projects. Analysis and evaluation of equipment, methods and processes used within the practical lessons. Evaluations of performance throughout a project.

Years 10-11 - In-depth research of elements and issues that will provide knowledge for external examinations. Research and continuations of theoretical elements of the units or non-examined assessment components for each subject discipline. Flip learning, where students investigate and prepare for new topics.

Computer Aided Design (CAD) tasks that support the required skills of the coursework tasks.

Research and investigations into design and manufacturing elements for the Non-examined Assessment (NEA).

Subject: Drama

Head of Department: Mr E Papasideris



Number of lessons each week:

Year 7: 1 lesson per week

Year 8: 3 lessons per week (in a carousel)

Year 9: 1 lesson per week

Years 10+11: 3 lessons per week

Years 12+13: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	Once per half term
Year 8	40	Once per half term
Year 9	45	Once per half term
Year 10	60	Weekly
Year 11	90	Weekly
Year 12	120	Weekly
Year 13	120	Weekly

What types of tasks do we set?

KS3 (Years 7-9):

- Research related to the taught topic
- Learning lines from a play with the intention to perform
- Creating materials related to the taught topic (posters, storyboards, scripts)
- Watching recorded theatre performances
- Revision for assessments and exams.

KS4 (Years 10+11)

- Research related to the set text *An Inspector Calls* and plays explored for performance.
- Creating Director's and Designer's production concepts for the set text.
- Working on devising portfolio.
- Completing tasks on revision workbook; revising key terms and topics.
- Learning lines from plays with the intention to perform.
- Rehearsal for performances.
- Preparation for assessments or exams.
- Practice exam style questions; responding to exam questions, redrafting exam style answers based on teacher feedback.
- Re-reading plays already studied in class.

KS5 (Years 12+13)

- Detailed research related to the context of the two set texts, *Equus* and *Lysistrata*.
- Creating Director's and Designer's production concepts for the set texts.
- Completing a devising portfolio.
- Preparation for assessments or exams, including essay responses
- Learning lines from plays with the intention to perform.
- Rehearsal for performances.
- Re-reading plays already studied in class.

Subject: Economics

Main Teacher: Mrs C Schlegel



Number of lessons each week:

Year 12+13: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 12	60	Typically 1 task per week of 60 minutes, possibly 2 smaller tasks of 30 minutes each The formal homework does not replace the student's self-organised independent practice of baseline subject skills (2-3 hours per week): Debriefing lesson content; reading textbook chapters on taught topics key terms flashcards or quizzes; diagram drawing; calculations practice. Reading three independently chosen newspaper articles of the real business world (eg BBC News Business) per week amount to additional 30 minutes.
Year 13	60	Typically 1 task per week of 60 minutes, possibly 2 smaller tasks of 30 minutes each The formal homework does not replace the student's self-organised independent practice of baseline subject skills (2-3 hours per week): Debriefing lesson content; reading textbook chapters on taught topics key terms flashcards or quizzes; diagram drawing; calculations practice The student should self-organise and allocate 30 minutes to bite-sized revision of Y12 content every week. Reading three independently chosen newspaper articles of the real business world (eg BBC News Business) per week amount to additional 30 minutes.

What types of tasks do we set?

- Essay writing practice (Y12)
- Essay writing exam-style (Y13)
- Exam style questions and essays
- Online concept retrieval quizzes
- Worksheets
- Watching documentaries
- Online lesson activities – Tutor2u
- Preparing presentations
- Flipped learning
- Textbook reading

Subject: English

Head of Department: Mrs K Jefferson

Second in Department: Mrs E Donya



Number of lessons each week:

Year 7: 3 lessons per week

Year 8: 4 lessons per week

Year 9: 4 lessons per week

Year 10: 5 lessons per week

Year 11: 4 lessons per week

Year 12 and 13 English Language and English Literature: 5 lessons each, per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	1 per week
Year 8	45	1 per week
Year 9	45	1 per week
Year 10	45	1 per week, however, there may be times when there is more than one piece set.
Year 11	45	1 per week, however, there may be times when there is more than one piece set.
Year 12	60	2 per week
Year 13	60	2 per week

What types of tasks do we set?

Keystage 3 (Years 7-9):

Homework consists of a variety of tasks that may contain some of the following activities:

- Pre-reading materials for class.
- Creating a collage to depict learning.
- Researching a key topic, ready to feedback and further explore in class.
- Writing TEAL paragraphs to develop this skill and further explore a character or theme.
- Creating infographics to illustrate understanding.
- Preparing and developing essay plans, ready for a final assessment.
- Reviewing and revising an aspect of learning, ready to use in class.
- Reading for pleasure; we expect every pupil to be reading their own text at home.
- Reading additional texts to enhance and deepen understanding/knowledge of a topic.

Keystage 4 (Years 10+11):

Homework consists of a variety of tasks that may contain some of the following activities:

- Researching a key aspect of context, to be feedback and used in class.
- Developing annotations already made in class.
- Chapter summaries of texts studied.
- Preparation for assessments or exams- for example, choosing a topic and writing a speech for the NEA assessment.
- Responding to an essay question, following the study of key texts in class.
- Re-reading texts already studied in class.
- Learning quotations.
- Mind-mapping and quotation harvesting of key texts studied.

- Responding to exam-style questions, using skills developed in class, independently.
- Peer assessing responses.
- Reviewing SPaG skills, ready to apply in class.

Keystage 5 (Years 12+13):

Homework consists of a variety of tasks that may contain some of the following activities:

- Exploration of context- developing knowledge and understanding of context and how this affects the reading of a text.
- Exploring exemplar material, annotating a response, exploring how and why it achieved the mark it did.
- Reviewing and consolidating notes from class, adding to these.
- Completing essay responses to texts studied in class or unseen texts.
- Creating revision aids- cue cards, mind-maps, etc to review character/theme/plot/key skills.
- Re-reading texts studied in class.
- Developing a presentation for the class, based on an aspect of the course.
- Writing and re-drafting the NEA, including the reading of core material and research.

Subject: Extended Project Qualification (EPQ)

Main Teacher: To be confirmed

Number of lessons each week:

Year 12: 2 lessons per week

Year 13: 2 lessons per week



Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 12	90	Independent study weekly
Year 13	90	Independent study weekly

What types of tasks do we set?

For EPQ, students will be expected to undertake a substantial amount of independent study. The course is structured around the different sequential sections of the project, which will vary slightly depending on what type of project they undertake; Performance, Dissertation, Investigation etc.

The EPQ is a substantial piece of work and students are expected to consistently undertake their own independent study, in line with the internal school EPQ deadlines for each section of the project. This may vary week to week, with a heavier burden falling towards the back end of the two-term project calendar. It is desirable for students to put consistent levels of effort and time into their projects as part of their weekly homework schedule, so that the burden of work is manageable throughout. Homework will vary in levels of structure, however the expectation is that students should be committing up to 90 minutes of time weekly towards their projects from the outset.

Subject: Food and Nutrition

Head of Department: Ms S King

Main Teacher: Mrs A Dyduch

Number of lessons each week:

Years 7-9: 1 double lesson per week as part of a carousel

Years 10+11: 3 lessons per week



Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	Three times per rotation
Year 8	30	Three times per rotation
Year 9	30	Three times per rotation
Year 10	45	Once per week
Year 11	45	Once per week

What types of tasks do we set?

Years 7-9 – Research and investigations into the influences of the projects. Analysis and evaluation of equipment, methods and processes used within the practical lessons. Evaluations of performance throughout a project.

Years 10+11 – In-depth research of elements and issues that will provide knowledge for external examinations. Research and continuations of theoretical elements of the units or non-examined assessment components for each subject discipline. Flip learning, where students investigate and prepare for new topics.

Subject: French

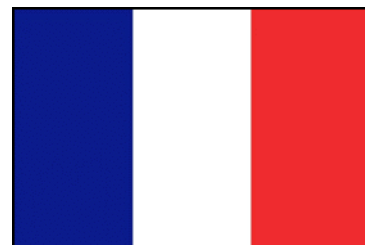
Joint Heads of Department: Mrs S Diaby and Mrs V Fremy

Number of lessons each week:

Years 7-9: 2 lessons per week

Years 10+11: 3 lessons per week

Years 12+13: 4-5 lessons per week



Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	1 per week
Year 8	40	1 per week
Year 9	45	1 per week
Year 10	60	1 per week
Year 11	60	1 per week

What types of tasks do we set?

Years 7-9 – vocabulary learning from a glossary.

Years 10+11 – vocabulary learning from a glossary; consolidation worksheets on grammar and translation; writing model answers as exam preparation.

Subject: Further Mathematics

Subject: Further Maths

Head of Department: Miss K Powell

Second in Department: Mrs V Vidzar



Number of lessons each week:

Year 12 + Year 13: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 12	1 hour	1 per single lesson
Year 13	1 hour	1 per single lesson

What types of tasks do we set?

Year 12 and Year 13: Completing Mathematics Department end of unit assignments. Continue to do, check and correct questions from the textbook, practising new skills. Reading ahead in the textbook or researching online to prepare for new topics, ideas and concepts in the course.

Subject: Geography

Head of Department: Mr J Humphreys



Number of lessons each week:

Years 7-9: 2 lessons per week

Years 10+11: 3 lessons per week

Years 12+13: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30 minutes	Once per week
Year 8	40 minutes	Once per week
Year 9	45 minutes	Once per week
Year 10	1 hour	Once per week
Year 11	1 hour	Once per week
Year 12	2 hours	Per week
Year 13	2 hours	Per week

What types of tasks do we set?

Years 7-9 (Key Stage 3)

- Answering questions to support and reinforce the learning from lessons.
- Researching information to feedback in class.
- Producing fact-files on key topics.
- Producing infographics and collages to illustrate understanding.
- Pre-reading materials for lessons.
- Revising learning for end of unit assessments.

Years 10+11 (Key Stage 4)

- Answering questions to support and reinforce the learning from lessons.
- Answering exam-style questions to illustrate understanding.
- Researching information to feedback in class.
- Researching secondary data to supplement fieldwork primary data collection.
- Pre-reading materials for lessons.
- Producing end of unit summaries to self-assess understanding.
- Revising learning for end of unit assessments.

Years 12+13 (Key Stage 5)

- Answering questions to support and reinforce the learning from lessons.
- Answering exam-style questions to illustrate understanding.
- Researching information to feedback in class.
- Researching secondary data to supplement fieldwork primary data collection.
- Undertaking an Independent Investigation (NEA).
- Reviewing and consolidating notes from class, adding to these.
- Pre-reading materials for lessons.
- Creating case-study presentations to share with other students.
- Producing end of unit summaries to self-assess understanding.
- Revising learning for end of unit assessments.

Subject: German

Heads of Department: Mrs S Diaby and Mrs V Fremy



Number of lessons each week:

Years 7-9: 2 lessons per week

Years 10+11: 3 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	1 per week
Year 8	40	1 per week
Year 9	45	1 per week
Year 10	60	1 per week
Year 11	60	1 per week

What types of tasks do we set?

Years 7-9 – vocabulary learning from a glossary.

Years 10+11 – vocabulary learning from a glossary; consolidation worksheets on grammar and translation; writing model answers as exam preparation.

Subject: History

Head of Department: Miss L Philips



Number of lessons each week:

Year 7: 2 lessons per week

Year 8: 2 lessons per week

Year 9: 2 lessons per week

Year 10: 3 lessons per week

Year 11: 3 lessons per week

Year 12: 5 lessons per week

Year 13: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	4-5 per half term
Year 8	40	4-5 per half term
Year 9	45	4-5 per half term
Year 10	60	1 per week
Year 11	60	1 per week
Year 12	90	Usually 2 pieces a week
Year 13	90	1 or 2 pieces per week, plus independent completion of coursework.

What types of tasks do we set?

KS3: Homework consists of a variety of tasks related to the topic being studied. It could be a written task based on the work completed in a lesson, a research task, online quizzes or a revision task for an upcoming assessment. Some tasks will extend students' knowledge beyond what is studied in lessons, for example researching what is happening in another country at the same time as the events being studied in lessons.

KS4: Homework will be based on work completed in lessons. It may be preparation or research on topics to be studied in future lessons, or completion of written tasks started in lessons. Practice exam questions are often set as homework, as well as revision of topics in preparation for assessments or short knowledge tests. We use Seneca Learning for many homework tasks and students should make sure they can access Seneca Learning at home.

KS5: There is the expectation that students will undertake a significant amount of independent study at A Level. Students may need to prepare or research topics to be studied in future lessons, or complete written tasks started in lessons. Practice exam questions are often set as homework, as well as revision of topics in preparation for assessments or short knowledge tests. There will be additional reading for each of the topics, some reading will be compulsory, other texts will be optional extension work.

Subject: Latin

Head of Department: Mrs F Di Carlo

Number of lessons each week:

Year 7: 1 lesson per week

Year 8: 1 lesson per week

Year 9: 2 lessons per week

Year 10: 3 lessons per week

Year 11: 3 lessons per week

Year 12: 5 lessons per week

Year 13: 5 lessons per week



Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	1 per fortnight
Year 8	40	1 per fortnight
Year 9	45	1 per week
Year 10	60	1 per week
Year 11	60	1 per week
Year 12	90	Usually 2 pieces per week
Year 13	90	Usually 2 pieces per week

What types of tasks do we set?

KS3: Homework at this stage is centred on consolidating students' knowledge and understanding of Latin language, so the majority of homework tasks will be based on learning vocabulary or word endings in preparation for short tests in lessons. Students are encouraged to use Quizlet and should sign up for a free account. Quizlet is an online learning tool with flashcards and tests etc. Sometimes students will be set a written or creative task based on Roman Civilisation. When students have an upcoming assessment, they will be set revision for homework.

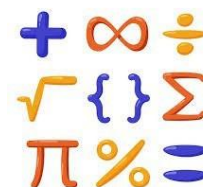
KS4: Homework will be based on the consolidation of knowledge of vocabulary and grammar, as well as translation and comprehension practice. Students are encouraged to use Quizlet and should sign up for a free account. Quizlet is an online learning tool with flashcards and tests etc. In Year 10, students will be set a variety of tasks based on Roman civilisation. In Year 11, students will be set tasks of translating and learning Latin literature.

KS5: For Latin A Level, students will be expected to undertake a substantial amount of independent study. This will include learning vocabulary and grammar and practice comprehension and translation exercises for the language modules. For the literature modules, students will be expected to prepare passages for translation in lessons, write essays based on themes in the text and practise answering questions on texts. There will be additional revision tasks set before formal assessments. There will also be the opportunity for students to choose to complete wider reading to enhance their subject knowledge.

Subject: Mathematics

Head of Department: Miss K Powell

Second in Department: Mrs V Vidzar



Number of lessons each week:

Years 7: 3 lessons per week

Years 8-10: 4 lessons per week

Year 11: 5 lessons per week

Year 12+13 A Level Maths: 6 lessons per week

Year 12+13 A Level Further Maths: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	1 minutes	1 per week
Year 8	1 hour	1 per week
Year 9	1 hour	1 per week
Year 10	1 hour 30 minutes	1 per week
Year 11	1 hour 30 minutes	1 per week
Year 12	1 hour	1 per single lesson
Year 13	1 hour	1 per single lesson

What types of tasks do we set?

Year 7 – 11: Sparx Maths online platform. Sparx Maths creates tailored practice homework for each student each week driven by what they are learning in lesson for that week. The practice is challenging to ensure students need to think and, crucially, achievable so that students can be successful. Sparx Maths also ensures the practice uses spaced repetition and interleaving to support a change in students' long-term memories.

Years 12+13: Completing Mathematics Department end of unit assignment. Continue to do, check and correct questions from the textbook, practising new skills. Reading ahead in the textbook or researching online to prepare for new topics, ideas and concepts in the course.

Subject: Music

Head of Department: Mr C Williams



Number of lessons each week:

Year 7 and 8: 1 lesson per week

Year 9: 3 lessons per week for 10 weeks as part of a carousel of subjects

Year 10 and 11: 3 lessons per week

Year 12 and 13: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	Three pieces a half-term
Year 8	40	Three pieces a half-term
Year 9	40	Three per carousel rotation
Year 10	60	Weekly
Year 11	60	Weekly
Year 12	120	Weekly
Year 13	120	Weekly

What types of tasks do we set?

Key Stage 3

- A range of listening and practical music making through our online platform 'Focus on Sound'

Key Stage 4

- Elemental Music Platform, a music learning platform 3 pieces of homework weekly.
- Regular revision through going over the lesson presentations
- Interactive Wordwall activities to recall information already learnt
- Completing compositions and performance coursework

Key Stage 5

- Reading articles about issues related to the music industry
- Music rehearsals and recordings
- KS5 listening exercise on the different areas of study
- Completing RSL assignments relating to areas of study

Subject: Photography

Head of Department: Miss D Wren



Number of lessons each week:

Year 10: 3 lessons per week

Year 11: 3 lessons per week

Years 12+13: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 10	60	Once a week
Year 11	90	Once a week
Year 12	120	Once a week
Year 13	120	Once a week

What types of tasks do we set?

KS4 – a continuation of tasks started in class; they often be asked to present the work created in lessons within their sketchbooks. Various photoshoots depending on the GCSE themes. As the course develops personal homework tasks are also set.

KS5 – One photoshoot per week. Homework will also be more to do with us setting personal targets for their own personal project development. It is encouraged that they also visit galleries and do research at home.

Subject: Physical Education (including Dance)

Head of Department: Mr L Herbert

Number of lessons each week:

Years 7-11: 1 double lesson and 1 single lesson per week

Year 10 & 11 GCSE PE/GCSE Dance – 3 theory lessons per week

Years 12+13: 5 lessons per week



Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	N/A	Only homework set is prior to end of year exam
Year 8	N/A	Only homework set is prior to end of year exam
Year 9	N/A	Only homework set is prior to end of year exam
Year 10	60 mins (GCSE PE & GCSE Dance only)	1 per week
Year 11	60 mins (GCSE PE & GCSE Dance only)	1 per week
Year 12	40 mins per teacher	1 x Week for each of the three teachers
Year 13	40 mins per teacher	1 x Week for each of the three teachers

What types of tasks do we set?

- All work for GCSE PE and A Level PE is set online via 'The Everlearner' website (www.everlearner.com).
- These will often inform of what will be done in the next lesson or to consolidate learning. At the end of every topic, homework will be for the end of topic test.
- Homework set for Dance could be revision of key points or to learn / recap practical movements.

Subject: Psychology

Main Teachers: Miss O Whittaker and Ms T Kalliou



Number of lessons each week:

Years 12+13: 6 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 12	120	Per week
Year 13	120	Per week

What types of tasks do we set?

- Reading ahead in the topic
- Planning response to questions
- Responding to a range of exam questions
- Undertaking research for future lessons
- Completing mind maps on the curriculum
- Watching relevant video resources on different areas of the curriculum
- Exam style questions and questions from past papers
- Revision
- Completing booklets

Subject: Religious Studies

Head of Department: Mr S Archer

Second in Department: Mrs P Goodhew



Number of lessons each week:

Years 7-9: 1 lesson each week

Year 10+11: 3 lessons each week

Year 12+13: 5 lessons each week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	20	Generally weekly, but sometimes longer tasks are set over a 2/3 homework period and this is made clear at the time of setting
Year 8	20	Generally weekly, but sometimes longer tasks are set over a 2/3 homework period and this is made clear at the time of setting
Year 9	20	Generally weekly, but sometimes longer tasks are set over a 2/3 homework period and this is made clear at the time of setting
Year 10	40	Weekly
Year 11	40	Weekly
Year 12	1 hour for Christianity and 1 hour for Philosophy/Ethics	Weekly plus additional reading and prep tasks set as required on Teams
Year 13	1 hour for Christianity and 1 hour for Philosophy/Ethics	Weekly plus additional reading and prep tasks set as required on Teams

What types of tasks do we set?

Years 7-9 – Additional challenge tasks to extend learning done in class, Project work over more than one week, Revision and preparation for end of unit tests.

Years 10+11 - Additional challenge tasks to extend learning done in class, essay writing and evaluation question practice, specific fact learning for quick tests in class, revision and preparation for end of unit essays and longer exams, reading ahead and preparation for subsequent lessons.

Years 12+13 – Essay writing, Reading and note taking in preparation for lesson, Wider reading around a topic studied in class, Group work with other member of the class, Revision for essays set in class and exams, specific fact learning for in class tests.

Subject: Science

Head of Department: Mr B Bowers

Second in Department: Mr D Wilson



Number of lessons each week:

Year 7: 4 lessons per week

Year 8: 3 lessons per week

Year 9: 4 lessons per week

Years 10+11: 4 lessons per week

Years 12+13: 5 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30 minutes	1 per week
Year 8	30 minutes	1 per week
Year 9	30 minutes	1 per week
Year 10	30 minutes	3 per week
Year 11	30 minutes	3 per week
Year 12	50 minutes	4 times per week
Year 13	50 minutes	4 times per week

What types of tasks do we set in Science?

Years 7-11:

- Topic related worksheets
- Seneca online task
- CGP Science Workbook questions,
- Mind map revision activities
- Creating revision resources e.g. flash cards

Years 12+13:

- Worksheets
- Seneca online tasks
- Text book questions
- Watching relevant video resources
- Creating mind map or revision notes
- A-level past exam paper practice questions
- Writing/typing up an experiment from a template

In addition to the above:

Years 7+8: Fact file research

Years 10+11: GCSE past exam paper practice questions and watching relevant video resources

Subject: Sociology

Main Teacher: Ms T Kalliou

Number of lessons each week:

Years 12+13: 5 lessons per week



Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 12	6 hours	Weekly – Homework should be completed during study periods and at home.
Year 12	4 hours per half term	End of unit revision and assessment
Year 13	6 hours	Weekly – Homework should be completed during study periods and at home.
Year 13	4 hours per half term	End of unit revision and assessment

What types of tasks do we set?

Sociology Home learning follows a 3-2-1 approach to home learning.

Each week students should be completing the following:

3 hours of guided revision- developing pre-allocated flash cards/using the Leitner method/ consolidating knowledge from lessons. (Split between the two sides of the course)

2 hour of timed practice- essay writing/past papers/responding to feedback (split between the two sides of the course).

1 hour of preparation- pre-reading, note taking, research prior to the lesson, read articles related to Sociology , watching sociology thematically related videos on YouTube folder admin (Split between the two sides of the course).

4 hours per half term. End of unit revision and assessments.

Subject: Theology

Head of Department: Mr S Archer



Number of lessons each week:

Years 8+9: 1 lesson per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 8	20	Generally weekly, but sometimes longer tasks are set over a 2/3 homework period and this is made clear at the time of setting
Year 9	20	Generally weekly, but sometimes longer tasks are set over a 2/3 homework period and this is made clear at the time of setting

What types of tasks do we set?

In Theology we set additional challenge tasks to extend learning done in class as well as project work over more than one week, revision and preparation for end of unit tests.

Appendix 1: Homework support series – previously published in the School Newsletter

Each week in our homework focus series there will be information for parents regarding how to create a good study space at home.

Homework: Creating a good study space at home #1

Creating a distraction-free zone

Creating a designated distraction-free zone is key to a productive homework environment. Whenever possible, your child's homework space should just be used for completing homework. If they are able to work in a room with the door closed will also mean that they have to deal with lesson distractions.

One of the biggest sources of distractions are mobile devices, impacting focus and time management. Encourage your child to turn their mobile devices off or at least silence them while they complete their homework.

Homework: Creating a good study space at home #2 - Lighting

Natural light is healthy for us both physically and emotionally. Even a little reflected natural light can bring warmth and vitality to a room, which are necessary for making a productive study space. Try setting up your child's workspace near a window that would allow for natural light to filter in during study time.

Eye strain can occur if anyone tries to read or focus on a computer screen for too long in a dimly lit area. Regular room lights may not be enough to support good vision hygiene for extended periods of study. Make sure that the learning area has plenty of light.

For reading, it can be effective to have the light behind the reader, going over their shoulder to illuminate the textbook. When working at a desk, the base of the lamp shade should be at chin level, so the source is always out of direct view.

Homework: Creating a good study space at home #3 – Organise the space

Encourage your child to work in a clutter free space. Find a space for them where they are able to set up their computer, books, pens and other resources and leave them there. They won't want to spend time setting everything up each time they start their homework. Some students find that using a desk organiser is helpful as it keeps the necessary and often used supplies within reach.

Homework: Creating a good study space at home #4 – Keeping an eye on the time

Make sure your child's study space has a clock so that they can plan their study time properly. Allocating specific work and break times can help students to work hard for a specific amount of time, and then have a timed break to refresh and refocus.

Appendix 2:

Education Endowment Fund: Homework Key Findings

1. Homework has a positive impact on average +5 months, particularly with pupils in secondary schools.
2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
4. It is important to make the purpose of homework clear to pupils (e.g. to increase specific areas of knowledge, or to develop fluency in a particular area).