

Archbishop Tenison's Church of England High School

Homework Booklet



2023-2024

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.

CONTENTS

	Page
Introduction	1
Homework completion timetables	3
Supporting pupils in school	5
Microsoft Teams for pupils and students	6
Satchel:One – Parental app	6
Subjects	
Art	8
Business Studies	9
Classical Civilisation	10
Computer Science	11
Drama	12
Economics	13
Engineering	14
English	15
Extended Project Qualification (EPQ)	17
Food and Nutrition	18
French	19
Further Maths	20
Geography	21
German	22
Graphics	23
Health and Social Care	24
History	25
Latin	26
Mathematics	27
Music	28
Photography	29
Physical Education (including GCSE Dance)	30
Psychology	31
Product Design	32
Religious Studies	33
Science	34
Sociology	35
Theology	36
Travel and Tourism	37
Appendix 1: Setting up the Satchel:One app	38
Appendix 2: Homework support series	45
Appendix 3: Education Endowment Fund: Homework key findings	46

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 'Teams' 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 for Year 7 to 11 are given below with guidelines on the quantity of homework subjects are expected to set to each year group over the week in either one or two slots.

Year 7

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

Year 8

Homework Timetable Year 8				
Monday	Science	Science	RS	Theology
Tuesday	English	English	Technology Carousel/L2L	Drama
Wednesday	Maths	Maths	PE	Art
Thursday	History	Geography	German	
Friday	Latin	French	Music	

Year 9

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

Year 10

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

Year 11

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

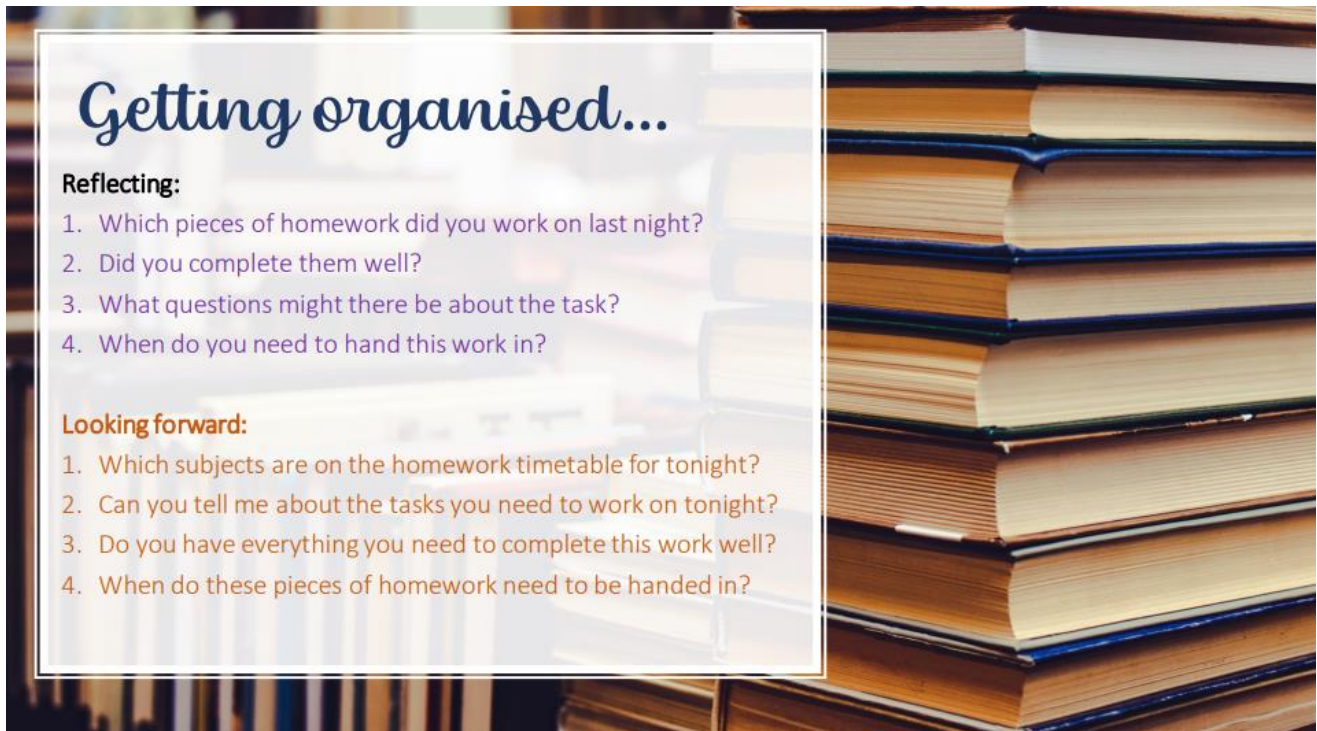
Homework in the 6th Form

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.

Supporting Pupils in School

Each Form Tutor supports pupils in their form on a regular basis with the following set of questions which open up discussions and support organisation.



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.

Homework Rewards and Sanctions are being introduced this year and will include specific merits for Homework Excellence and Effort alongside appropriate sanctions for pupils who do not meet the deadlines or required effort for tasks.



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.



Satchel:One – 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 School subscribes to Satchel:One to remove the previous barriers there may have been for parents and carers accessing and understanding what homework and study should be completed at home. Satchel:One pulls information from the Assignments area of MSTeams so that you can view the details of each piece of homework your child is set.

What you will see in the Satchel:One App

Below is an example of the information screen that you will see for each piece of homework set in Teams Assignments:

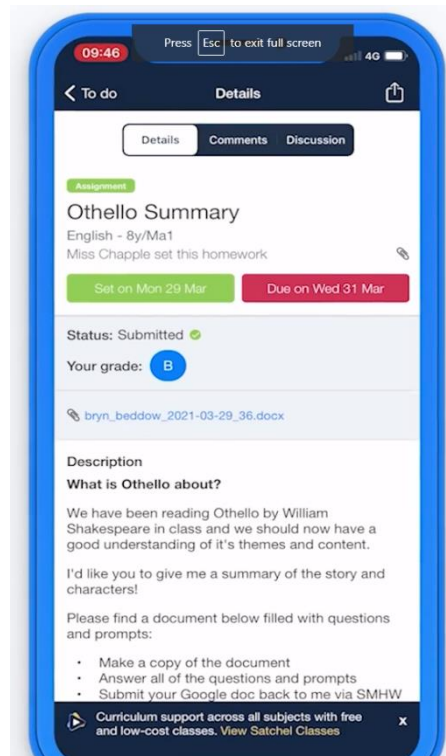
Task title, subject, teacher and details regarding the date set and the date due.

Submission status – this is controlled by the pupil.

Grade – should one be given via Teams.

Task description – identical to the description in Teams.

You will also be able to see if there are any task attachments or links.



Possible areas of misunderstanding

There are three aspects of the information that need further clarification:

1. The task submission status is controlled by the pupil, and it is possible for them via Teams to choose to click 'submit' when either no work has been submitted electronically or submitted in an exercise book directly to the teacher. As a school, we request your support in ensuring that this is accurate from home.
2. Pupil work can be submitted in a variety of formats. This mixed economy means that some staff might request and online hand in only or might request work to be handwritten and submitted in an exercise book. There is similarly a mixed economy in how grades and feedback are given. They might be given electronically, in an exercise book or verbally and as a result there will not necessarily be a grade in Satchel:One in response to the work submitted.
3. Satchel:One has many other features in addition to the homework viewing function. At Archbishop Tenison's we currently only use Satchel:One to share homework tasks with parents and carers.

What happens if you lose your code?

Any parent who loses their unique code should contact their child's **form tutor** who will be able to reshare the code with you. Teachers will continue to tell their students in class when a task has been set alongside completion dates and the due date so that if there is an electronic access issue for Teams or Satchel:One, there are no excuses for not knowing what needs to be done.

Practical information regarding how to set up the Satchel:One app on your mobile device can be found in *Appendix 1*

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

Contact teacher: Mr S Beazley – Head of Year 12

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	3 pieces per week depending on task – a longer task might mean less is set
Year 13	60	3 pieces per week depending on task – a longer task might mean less is set

What types of tasks do we set?

- Research tasks to produce a report
- Preparing presentations – flipped learning
- Worksheets
- Exam style questions and essays
- Revision tasks
- Watching documentaries
- Online learning activities – e.g. Tutor2u

Business moves to BTEC for Year 12 from September 2023 so the nature/frequency of homework tasks will probably be adjusted to reflect the change.

Subject: Classical Civilisation

Head of Department: Miss L Philips



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: 1 lesson per week

Year 8: 3 lessons per week for 10 weeks (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: Drama



Head of Department: Mr D Martin

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	Once per half term
Year 8	40	Once per half term
Year 9	45	Once per half term
Year 10	60	Weekly
Year 11	60-90	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 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 production concepts for the set texts.
- Completing devising portfolio.
- Preparation for assessments or exams.
- Learning lines from plays with the intention to perform.
- Rehearsal for performances.
- Practice essay writing - responding to exam style questions, rewriting essays based on teacher feedback.
- Re-reading plays already studied in class.

Subject: Economics

Main Teacher: Ms 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	3 pieces per week depending on task – a longer task might mean less is set
Year 13	60	3 pieces per week depending on task – a longer task might mean less is set

What types of tasks do we set?

- Research tasks to produce a report
- Preparing presentations – flipped learning
- Worksheets
- Exam style questions and essays
- Revision tasks
- Watching documentaries
- Online lesson activities – Tutor2u

Subject: English

Head of Department: Mrs K Jefferson

Second in Department: Ms E Buenor



Number of lessons each week:

Year 7: 3 lessons per week

Year 8: 4 lessons per week

Year 9: 3 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	45	1 per week
Year 8	30	2 per week
Year 9	30	2 per week
Year 10	45	2 per week
Year 11	45	2 per week
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 effects 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: Engineering BTEC

Head of Department: Mr M Taylor

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 10	45	Once per week
Year 11	45	Once per week

What types of task do we set?

Homework tasks include:

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: Extended Project Qualification (EPQ)



Main Teacher: Mr N Croker

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 towards their projects from the outset.

Subject: Food and Nutrition



Head of Department: Mr M Taylor

Main Teacher: Mrs D Groves

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

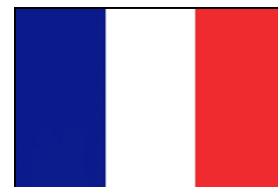
Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	30	Every fortnight
Year 8	30	Every fortnight
Year 9	30	Every fortnight
Year 10	45	Once per week
Year 11	45	Once per week

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



The GCSE specification for this subject is changing.

Homework is subject to change whilst we replan for the new GCSE

Head of Department: Miss L Philips

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; memorisation of model answers.

Subject: Further Mathematics

Head of Department: Mr J Baldwin

Second in Department: Mr S Beazley

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 lesson
Year 13	1 hour	1 per 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:

Year 7: 2 lessons per week

Year 8: 2 lessons per week

Year 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	4 hours	Per week
Year 13	4 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



The GCSE specification for this subject is changing.

Homework is subject to change whilst we replan for the new GCSE

Head of Department: Miss L Philips

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; memorisation of model answers.

Subject: Graphics



Head of Department: Mr M Taylor

Number of lessons each week:

Years 7-9: 1 double lesson 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	30	Every fortnight

What types of tasks do we set?

- 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.

Main Teacher of Year 11: Mr H Biney

Main Teacher of Year 13: Ms T Kalliou



Number of lessons each week:

Year 11: 3 lessons per week

Year 13: 7 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 11	30	Per lesson
Year 13	40	Per lesson

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

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	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	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 homeworks 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: Miss L Philips



Number of lessons each week:

- Year 7: 1 lesson 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	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

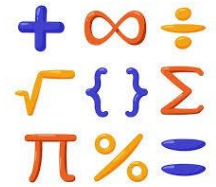
What types of tasks do we set?

KS3: Homework at this stage is centred on consolidating students' knowledge and understanding of Latin language, so the majority of homeworks 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: Mr J Baldwin

Second in Department: Mr S Beazley

Number of lessons each week:

Years 7+Year 8: 3 lessons per week

Years 9-11: 4 lessons per week

Year 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 7	45 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 lesson
Year 13	1 hour	1 per lesson

What types of tasks do we set?

Year 7+8: Tasks set online, usually on MyMaths. Pupils can be asked to work through a MyMaths lesson or watch a video on MathsWatch. Occasionally, revising for a test.

Years 9-11: Tasks set online, usually on MathsWatch. Pupils can be asked to work through a MyMaths lesson or watch a video on MathsWatch. Occasionally, revising for a test.

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 David Martin



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 Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 7	40	As appropriate but at least once per half term
Year 8	40	As appropriate but at least once per half term
Year 9	40	As appropriate but at least twice over the 10 week programme
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

- Notation and rhythmic exercise
- Fact finding about styles of music and composers
- Evaluative written work at the end of a topic

Key Stage 4

- GCSE listening exercise on the different areas of study
- Spending time in the music department using the compositional software Sibelius
- Solo performance practice and rehearsal time

Key Stage 5

- Reading articles about issues related to the music industry
- KS5 listening exercise on the different areas of study
- Solo and ensemble practice and rehearsal time

Subject: Photography



Head of Department: Miss D Wren

Number of lessons each week:

Year 10: 2 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 them personal targets for their own personal project development. It is encouraged 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

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 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	45 mins (GCSE PE & GCSE Dance only)	1 per week
Year 11	45 mins (GCSE PE & GCSE Dance only)	1 per week
Year 12	30 mins per teacher	1 x Week for each of the three teachers
Year 13	30 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 Teacher: Miss O Whittaker

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	40	Per lesson
Year 13	40	Per lesson

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

Subject: Product Design

Head of Department: Mr M Taylor

Number of lessons each week:

Years 7-9: 1 double lesson 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	30	Every fortnight

What types of tasks do we set?

- 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.

Subject: Religious Studies

Head of Department: Mr S Archer

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 J Clements



Number of lessons each week:

Years 7-9: 3 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 13	6 hours	Weekly – Homework should be completed during study periods and at home.

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, folder admin (Split between the two sides of the course)

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.

Subject: BTEC Travel and Tourism



Main Teacher: Mr N Croker

Number of lessons each week:

Year 11: 3 lessons per week

Year Group	Maximum length of homework task in minutes	Regularity of homework (per week/fortnight/per half term)
Year 11	60 mins	Independent study weekly – set assignments

What types of tasks do we set?

KS4: For BTEC, students will be set assignments in line with the course modules. Students are expected to undertake a substantial amount of structured independent work, under supervision. The course is structured around the different modules with sub assignments. All students undertake the same assignments. There will be two modules of work due for the Autumn term, and an exam for the spring/summer term. Whilst students are expected to consistently undertake their own independent study, most of the work should be done under supervision. Some assignment preparation will be expected for homework, including work on the examined module. Homework will vary in levels of structure, however the expectation is that students should be committing up to 60 minutes of time towards their set assignments.

Appendix 1 – Setting up the Satchel:One App

Archbishop Tenison’s School: Satchel:One

- Every parent has a **unique parent code** which can be used by up to five people or on five different devices.
- If you have not already received this, then please ask your child to obtain it from their **form tutor**.
- Below you will find instructions on how to register your parent/carer account and access the resource using the app.

Step 1

Using the relevant app store for your device search for ‘Satchel:One’ and download the app. The logo looks like this:



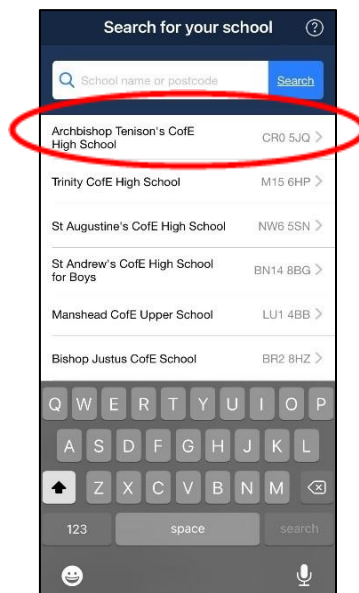
Step 2

Once you have downloaded and opened the app for the first time you will need to enter either the name of the school or the school’s postcode (**CR0 5JQ**) into the search box.



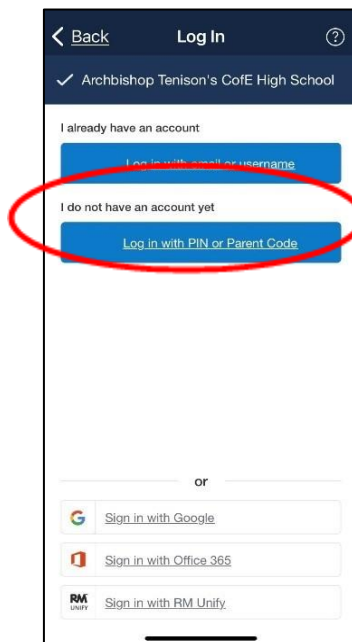
Step 3

The school's name and postcode will then appear on a list, and you will need to click on this to select our school.



Step 4:

You will then see this screen:



You must select 'I do not have an account yet' and 'Log in with PIN or Parent Code'

Step 5:

Enter your unique Parent Code – this can be found on the slip that was provided by the school and can be located here:

PARENT/GUARDIAN	OF STUDENT	YEAR	REG.GROUP
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Welcome to Satchel One! Getting started is simple:

1. Go to satchelone.com/signup or open our mobile apps
2. Enter the code provided below
3. Follow the on screen instructions, making sure you use an active email address

Visit our welcome page to help you get started tinyurl.com/parentwps

Already have an account? Go to Account settings and enter this code into the right field to link to this student.

Parent Code: 575zk827j4nf This code is valid until 11/02/23. It can be used to create up to 5 parent/guardian accounts.

QR CODE

Enter your unique Parent Code here

< Log In PIN or Code ?

✓ Archbishop Tenison's CofE High School

Your PIN or Parent Code can be found on the login letter you received from your school.

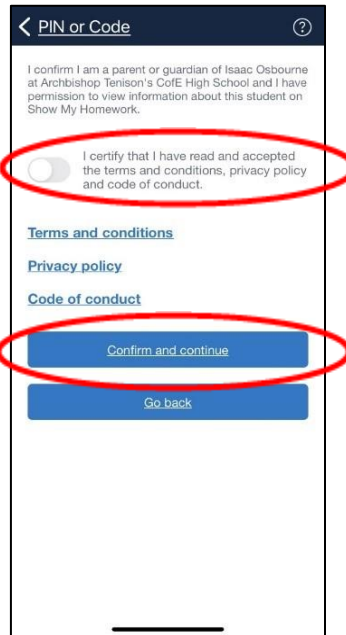
PIN or Parent Code

Submit

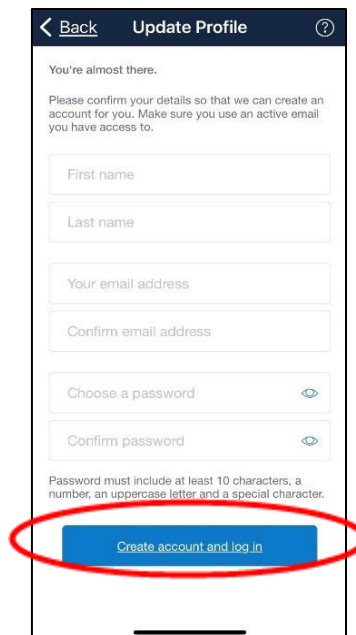
Lost access to an existing account?
[Reset your password](#)

Step 6:

Please confirm that you are logging in to the correct pupil's account and that you agree to the terms and conditions. Then select 'confirm and continue'.

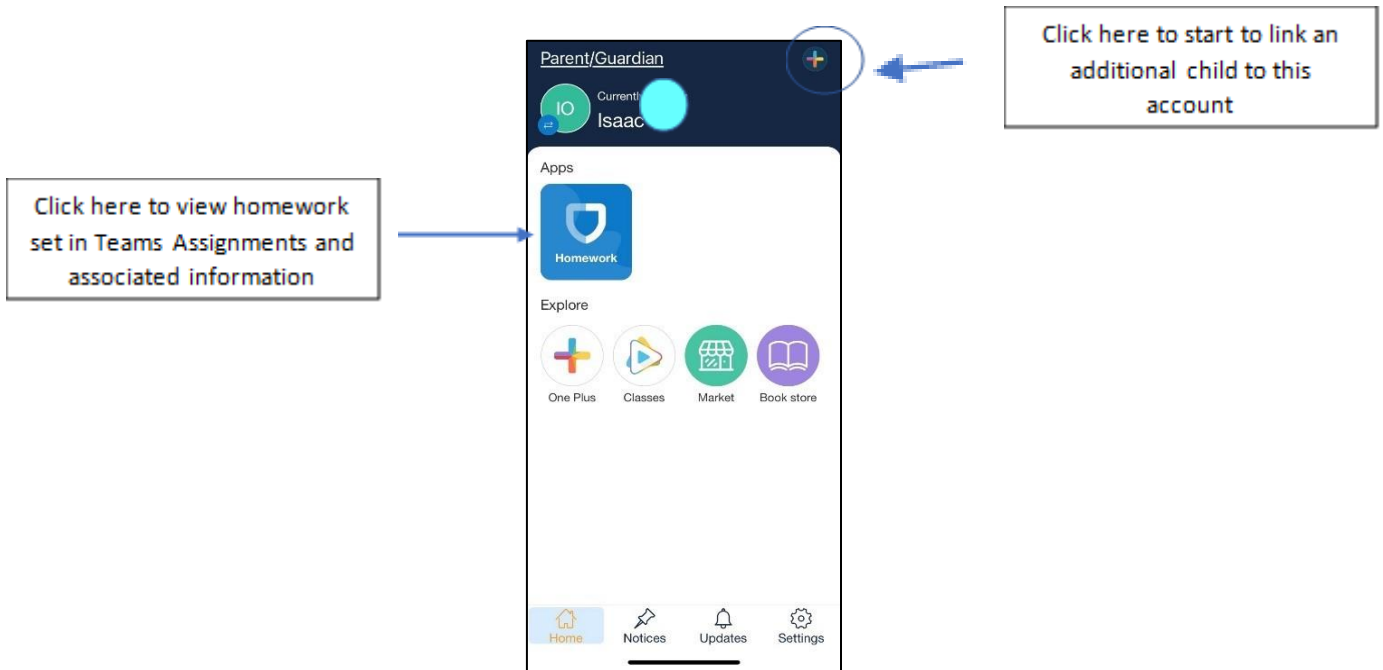


Step 7: Enter your details and then select 'create account and log in'.



Your account is now ready to use. Your device should save your details so that you do not need to enter them every time you access it. However, you can gain access again by typing in your email address and password.

Your screen should look like this:



Linking more than one child in the school

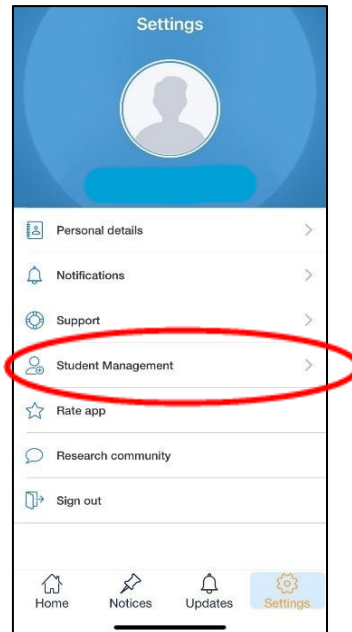
If you have more than one child in the school, then you can link their parental accounts together.

Step 1:

Once you have set up your first parental account for your first child, open the settings menu (see above):

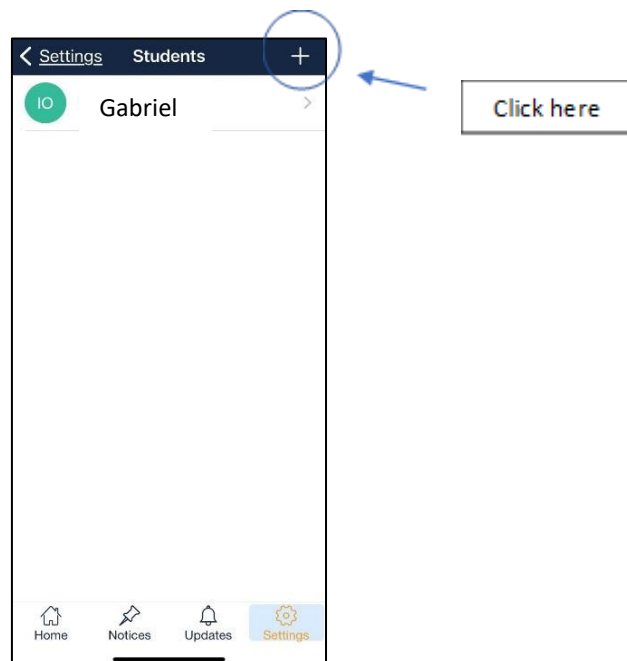
Step 2:

Select Student management



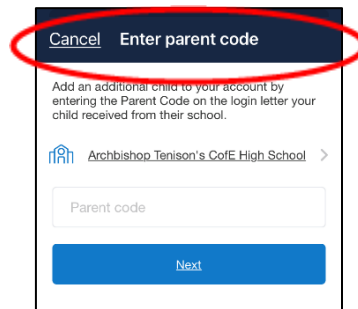
Step 3:

Select the 'add student' icon



Step 5:

Enter the code for the next child you would like to link your account to and click next. You should then have two pupils listed on your Satchel: One app:



The screenshot shows a mobile application screen with a dark blue header containing the text "Cancel" and "Enter parent code". Below the header, there is a paragraph of text: "Add an additional child to your account by entering the Parent Code on the login letter your child received from their school." Underneath this text is a school selection menu showing a house icon, the text "Archbishop Tenison's C of E High School", and a right-pointing chevron. Below the menu is a white text input field labeled "Parent code". At the bottom of the screen is a blue button labeled "Next". A red oval highlights the "Cancel" and "Enter parent code" text in the header.



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.

In Year 8, pupils look at the Pomodoro Technique to start to think about how to plan their focused work time. Read more about the Pomodoro Technique and how it can be used to help organising homework time [here](#).

Appendix 3:

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).