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HOMEWORK POLICY

Policy Number:	**29**
Member of Staff Responsible for the Policy:	**Mike Williams**
Date on which this Policy was last reviewed:	**June 2026**
Date by which this Policy is to be reviewed:	**June 2027**
Dissemination of the Policy:	**All Staff, Parents (via website), Governors**

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What is Homework?

Homework is an important part of school life, contributing to student progress and attainment. It plays a key role in extending the knowledge, understanding and skills that are developed in school and provides opportunities for students to consolidate, enrich and extend their learning. Work that is set will consist of meaningful and worthwhile tasks or projects designed to extend the learning of the student outside the classroom. Evidence shows that the impact of setting quality homework, on average, is five months' additional progress. (Education Endowment Foundation). The research also shows that the use of digital technology can further increase the impact of homework to six months progress.

Aims of Homework

1. To help all students make progress;
2. To allow practice and consolidation of the learning done in class;
3. To extend learning from the lesson, e.g. the completion of past exam questions;
4. To embed key subject content in long term memory, e.g. the learning of vocabulary, spellings etc.
5. To reinforce, practise and develop mastery of key skills e.g. calculations;
6. To engage in wider reading and research in preparation for future learning;
7. To allow students to gain and practise the skills and knowledge that they will be required to reproduce in assessment situations such as examinations;
8. To give students dedicated time to reflect upon learning, correct mistakes and act on feedback to make improvements;
9. To develop study skills such as independence, self-discipline, time management and working to deadlines;
10. To encourage students to take pride in their learning e.g. Perfect Presentation;
11. To provide additional learning opportunities as part of the curriculum recovery plan.

Principles

Homework should be timely, purposeful and achievable, giving students the opportunity to embed and develop their learning;

Homework should be accessible and challenging to all. It should support the most vulnerable and include the provision of appropriate resources (time, space, materials and expertise).

Setting Homework

As part of our curriculum development work we will continue to focus on the setting of quality homework ensuring it aids student progress and the consolidation of learning. Subject Leaders will oversee the setting of homework. Homework can be set and completed remotely or completed in books etc. All homework should be documented in student planners, further checking procedures and support will be provided for our vulnerable students

All homework will be recorded in student planners, and set on Class Charts.

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Clear and specific instructions will be given by the classroom teacher on Class Charts to allow students to complete tasks independently. Clear modelling and scaffolding of tasks will be required to all students to access the homework. Students will be given sufficient time to complete set work.

Type and Frequency of Homework

As part of the Huntington Principles of Truly Great Teaching and Learning, homework is planned thoughtfully to enable all students to make progress. There is an expectation that regular opportunities for homework will be set in all subjects and as such a prescriptive timetable is not required. See subject appendices for their guidelines for homework for each Key Stage. The type and frequency of the setting of homework will be monitored closely by Subject Leaders and Key Stage Progress Leaders/Year Group Leaders. The evidence suggests that the quality of homework is more important than the quantity.

In our core subjects—English, Maths, and Science—homework is set via Sparx, an online platform used across Key Stage 3. Sparx provides regular practice of key knowledge and skills, with an adaptive system that personalises content based on each pupil's ability and needs.

Homework in Core Subjects:
In our core subjects—English, Maths, and Science—homework is set via Sparx, an online platform used across Key Stage 3. Sparx provides regular practice of key knowledge and skills, with an adaptive system that personalises content based on each pupil's ability and needs.

Intention:

1. Personalised Learning

- Tasks are adaptively tailored to each student's level based on prior performance
- Provides appropriate stretch and support, reducing cognitive overload
- Ensures all students can experience success while being challenged

2. Immediate Feedback and Support

- Students receive instant marking and feedback, supporting self-correction
- Built-in help features (e.g. videos, explanations, guided questions) promote independent learning
- Misconceptions can be addressed early before they become embedded

3. Retrieval Practice and Long-Term Retention

- Regular practice supports retrieval of key knowledge and skills, improving retention
- Interleaving of topics helps students make connections across the curriculum
- Strengthens foundational skills in English, maths and science

4. Consistency and Workload Management

- Provides a consistent homework experience for students across subjects
- Reduces teacher workload through automated setting, marking, and data collection
- Allows staff to focus on targeted intervention rather than administrative tasks

5. Accountability and Tracking

- Detailed analytics allow teachers to monitor:
    - Completion rates
    - Time spent on tasks
    - Areas of difficulty
- Enables early identification of students who need support
- Supports conversations with parents and carers

6. Independent Study Habits

- Encourages students to develop:
    - Time management
    - Resilience through problem-solving
    - Responsibility for their own learning

7. Accessibility for Students and Parents

- Work can be completed anytime, anywhere, supporting flexible study patterns
- Parents/carers can engage with progress and completion

Supporting Students with Homework

There are many places where homework can be completed: at home and in supervised Period 6 located in the Learning Resource Centre and in B03 for Year 11. In addition, there are subject specific homework clubs available at lunchtimes and after school.

To support our vulnerable students (students who are low starters, have a Special Education Need or Disability; started mid-year; or are disadvantaged, including those who are in care), teaching staff will scaffold homework tasks, check students understand what is required and ensure the tasks are properly

recorded in students' planners. Each subject area will include an additional section to their Homework Policy with strategies to support vulnerable learners with homework.

Setting homework remotely has the potential to be a barrier for students that do not have the access to technology at home. Students without the facilities to access Microsoft TEAMS will be encouraged to make use of the ICT provision at lunchtimes and Period 6 to complete homework. Students without ICT facilities to complete homework will require paper copies of the TEAMS work.

In the longer term, Year Group Teams will monitor closely any students without the necessary technology to complete tasks and arrange for the use of school facilities to complete work.

Key Stage Progress Leaders/Year Group Leaders will monitor the completion of homework by vulnerable students. Students identified as struggling to complete homework will be encouraged to attend P6 sessions, supported by teachers and teaching assistants.

Monitoring and Evaluation

Subject Leaders will ensure their departmental homework guidelines support the school policy. These guidelines should clearly identify the expectations of homework in subjects;
Subject Leaders will undertake quality assurance to ensure homework is allowing students to progress their learning. This may involve work scrutiny/review, learning walks, lesson observations, pupil voice and collaborative moderation through the Department Improvement & Planning Sessions (DIPs);

Line Managers will review implementation of the homework policy and support Subject Leaders with the monitoring of completion of non-examination assessment (NEA) and coursework.

Rewards and Sanctions

We expect homework to be produced on time. This gives students valuable experience of working to deadlines. Students will be rewarded for producing good homework, for example, constructive feedback may be given orally or in writing, merits added on Class Charts etc.

If homework is not handed in, appropriate action will be taken in accordance with the school behaviour policy, as highlighted below:

Consequences for not completing homework: • If a pupil has not completed their homework by the given deadline, please record a homework comment (on SIMS): 'Non-completion of Homework'. These comments will be visible to students, parents, Subject Leaders and pastoral staff.

• These comments will also transfer to termly reports to parents.

• Homework data will be reviewed and analysed on Friday afternoon.

The following sanctions will be imposed on students who meet these thresholds:

2 to 3 incomplete homework's in a week (Mon – Fri) will see the pupil placed in Compulsory P6 Homework Support on the following Wednesday (3.25 – 4.15pm)

4 or more incomplete homework's in a week (Mon – Fri) will see the pupil placed in Compulsory P6 Homework Support on Wednesday & Thursday of the following week.

Pupils will be supported to catch up on their missed homework during this support session, especially in the core subjects. This is the aim of the session, rather than simply being a sanction.

We will engage parents and seek their support in developing more effective learning habits for their child.

If a child does not attend the P6 session or refuses this support, the matter will be escalated.

The pupil will be required to attend the Behavioural After-School Detention and further non-attendance will align with the protocols in section 10.21 of the behaviour policy.

Responsibility for Implementation of the Homework Policy

8.1 Teachers and Teaching Assistants will ensure that the homework task is purposeful and meets the learning goals of the lesson.

The role of the Class Teacher:

- To set purposeful homework which meet the school principles and learning goals;
- To record on Class Charts;
- To give full and comprehensive instructions for completion;
- To ensure appropriate resources are available;
- To set deadlines for completed work and ensure that they are met;
- To provide feedback;
- To provide help and support as and when required.
- To encourage the use of P6

The role of the Teaching Assistant:

- To check the homework task is recorded clearly and correctly in student planners;
- To encourage the use of P6 for homework activities.

The role of the student:

- To write instructions for the homework task and deadline date into the planner;
- To check Class Charts each evening;
- To attempt all work and give their best;
- To ensure that homework is completed and handed in to meet the deadline;
- To inform the class teacher of any difficulties;

The role of the Form Tutor:

- To monitor that homework is being recorded and completed;
- To check that the planner is being signed by the parent or carer;

- To carry out meaningful conversations with students who require additional support with the completion of homework;
- To note and respond to any comments written in planners by parents;
- Form tutors should draw the attention of the relevant Year or Key Stage Progress Leader of students who regularly have difficulties with homework so relevant interventions can be implemented.

The role of the Progress Leader:

- To monitor weekly and half termly homework trends, providing early intervention strategies, including 1:1 support for emerging trends.
- To attend the Homework P6 weekly alongside SLT to offer 1:1 support and guidance with students flagging as causing concern regarding homework.

The role of the Subject Leader:

- To monitor the quality and quantity of the homework set;
- To ensure that marking of homework is carried out in line with the school's and department feedback policy.

The Role of Parents and Carers

We encourage parents and carers to:

- Help their child by going through homework tasks and checking they understand what has to be done. Student planners will continue to be main method of recording homework and clear instructions will also be available on Class Charts;
- To reinforce and discuss the importance of completing homework in order to make progress;
- Where possible to provide a suitable environment in which work can be done;
- Encourage students to attend after school support sessions e.g. Period 6, where students can work in a learning environment with accessible support and resources;
- Monitor the completion of homework and contact the school if their child is having difficulties completing set work.

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Art - Homework Policy

Key Stage 3	Key Stage 4	Key Stage 5
Frequency: Homework tasks will be set as and when appropriate related to the learning objectives of each lesson. Usually, this will be set once every fortnight. This will be recorded in planners and on teams. ***Types of tasks:*** ▪ To develop drawing and visual analysis skills, this can be using a variety of available media. ▪ Independently choosing resources to support learning in lessons – researching a particular artist that will inspire the student. ▪ Developing further knowledge of artists and presenting in a way that acknowledges students' understanding, through the creation of small project presentations. ▪ Learn and use key words in written work. ▪ Improvement and use of DIRT time to improve or develop set tasks.	***Frequency*:** Homework tasks will be set on a weekly basis. Students are encouraged to attend extra support sessions to complete practical tasks and Non-Examined Assessment (NEA) portfolio work. Teachers will be available at dedicated times after school to support students with NEA and practical tasks. This will be recorded in planners and on teams. ***Types of tasks:*** ▪ To develop drawing and visual analysis skills, using a range of media. ▪ Developing further knowledge of artists and presenting in a way that acknowledges students' understanding, through the creation of small project presentations. ▪ Using artists as inspiration for independent work and personal responses to act as catalyst for development of ideas. ▪ Embed key subject content in long term memory. ▪ Completion of NEA/coursework tasks e.g. evaluations of practical work. ▪ Improvement and use of DIRT time to improve or develop set tasks.	***Frequency****:* Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks, as per Sixth Form Policy. Teachers will be available at dedicated times after school to support students with coursework and practical tasks. This will be recorded in planners and on teams. ***Types of tasks:*** ▪ To develop drawing and visual analysis skills, using a range of appropriate media. ▪ Developing further knowledge of artists and presenting in a way that acknowledges students' understanding. ▪ Using artists as inspiration for independent work and personal responses to act as catalyst for development of ideas ▪ Research and working on Personal Investigation Essay. ▪ Embed key subject content in long term memory. ▪ Completion of coursework tasks e.g. research skills, evaluation of practical tasks etc. ▪ Improvement and use of DIRT time to improve or develop set tasks. ▪ Completion of challenge activities.

Strategies to support vulnerable learners

Introduction of given images to students to draw from, will allow access to high quality and appropriate imagery.

- Tasks are differentiated to meet needs of learners, for example using key words/thoughts to annotate artwork, main aim isn't compromised.
- Tasks are adapted to meet the needs of learners on an individual basis at KS4/5. Artists and images provided at KS4 appropriate to students individual ideas, basic equipment supplied to all students at KS4/5 to facilitate practical work at home.

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Business Studies & Economics - Homework Policy

Key Stage 4	Key Stage 5
Frequency: Homework tasks will be set typically on a weekly basis but only when suitable. Tasks will be to reinforce and extend learning in class e.g. to practise examination questions. ***Types of tasks:*** ▪ Research in preparation for future tasks. ▪ Embed key subject content in long term memory, e.g. sources of finance, marketing methods. ▪ Extension of learning from the lesson e.g. comprehension questions related to key learning. ▪ Learning and revision for end of unit tests e.g. mind maps, cue cards, concept maps. ▪ Improvement and use of DIRT time to improve or develop set tasks. ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Wider reading to extend knowledge on the practical applications of the key themes of the business studies course. ▪ Practise and develop skills e.g. financial calculations.	***Frequency:*** Homework tasks will be set on a weekly basis. Tasks set may either be to reinforce learning in class or to prepare in advance for future lessons. ***Types of tasks:*** ▪ Completion of research tasks ▪ Embed key subject content in long term memory, e.g. the learning of exam technique and material. ▪ Learning and revision for class tests and examinations e.g. cue cards. ▪ To prepare and answer questions based on subject content. ▪ Extend learning and reinforce key learning in class e.g. to practise examination questions. ▪ Research in preparation for future tasks. ▪ Reading around the subject such as the News or News Night.
Strategies to support vulnerable learners ▪ Support of key terms required ▪ Clear guidance in understanding of different command words ▪ Scaffolding of the longer mark questions ▪ Support with reading case studies and understanding longer pieces of writing	

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Design Technology - Homework

Key Stage 3	Key Stage 4	Key Stage 5
Homework tasks will be set as and when appropriate related to the learning objectives of each lesson: ▪ Consolidation of learning by applying knowledge and using skills to answer set tasks e.g. evaluation of practical activities ▪ Product analysis e.g. a product or range of products to improve their function. ▪ Research in preparation for future tasks e.g. finding appropriate research material or inspiration for designing. ▪ To practice and develop skills e.g. annotation of design tasks, drawing tasks. ▪ Learning and revision for class tests and examinations. ▪ Improvement and use of DIRT time to improve or develop set tasks. ▪ Learning the spelling and key subject terminology of a range of different tools, equipment and workshop resources (materials). ▪ Pre-planning and evaluating the stages of making a range of different practical projects. EL may be set online as appropriate based on the content covered during lessons. This can be completed and submitted online.	Homework tasks will be set on a weekly basis. Students are encouraged to attend extra support sessions to complete NEA projects. Tasks include; ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Embed key subject content in long term memory, e.g. the learning of properties of materials and components. ▪ Practice and develop skills e.g. annotation of design tasks. ▪ Completion of NEA tasks e.g. generation or development of design ideas or completion of written annotation work. ▪ Extension of learning from the lesson e.g. comprehension questions related to key learning. ▪ Learning and revision for class tests and examinations e.g. mind maps, flash cards, concept maps. ▪ Improvement and use of DIRT time to improve or develop set tasks ▪ Completion of practical activities in homework sessions after school. EL may be set online as appropriate based on the content covered during lessons. Resources will also be uploaded for remote access. Work can be completed and submitted online.	Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. Teachers will be available at dedicated times after school to support students with NEA projects. ▪ To embed key subject content in long term memory, e.g. the learning of manufacturing processes and concepts. ▪ Learning and revision for class tests and examinations e.g. cue cards, mind-maps ▪ To prepare and answer questions based on subject content. ▪ Extend learning and reinforce key learning in class e.g. to practise examination questions. ▪ Research in preparation for future tasks e.g. present information on specific manufacturing processes to others. ▪ Practice and develop skills e.g. completion of written annotation work. ▪ Completion of NEA tasks e.g. research skills, evaluation of practical tasks etc. ▪ Extension of learning from the lesson e.g. questions related to key learning. ▪ Completion of practical activities in homework sessions after school. EL may be set online as appropriate based on the content covered during lessons. Resources will also be uploaded for remote access. Work can be completed and submitted online.

Strategies to support vulnerable learners

- Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners.
- Printed homework slips produced for some students.
- Students encouraged to attend homework club/P6 for additional support.
- Scaffold homework tasks. Check all students have access to Microsoft TEAMS.

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Drama - Homework Policy

Key Stage 3	Key Stage 4	Key Stage 5
Frequency: Homework tasks will be rarely set and these will be as and when appropriate related to the learning objectives of each lesson. **Types of tasks:** ▪ Consolidation of learning by applying knowledge and using skills to answer set tasks e.g. evaluation of practical activities and assessments. ▪ Evaluations of practical tasks e.g. evaluate a rehearsal or a final performance. ▪ Learning the spelling and key subject terminology e.g. body language, facial expressions. ▪ Research in preparation for future tasks e.g. finding appropriate props, research images for character/theme development. ▪ Practise and develop skills e.g. studying and working from the Performance Tick List. ▪ Preparation and organisation of costume or props for practical tasks. ▪ Learning and rehearsals of Drama skills and assessments.	**Frequency:** Homework tasks will be set on a weekly basis. Students are encouraged to work on their own for some tasks, e.g. learning lines, devising scenes. Students are to attend extra rehearsals for the practical work and are encouraged to attend Drama booster sessions to complete and to practise work for the written exam. Teachers will be available at dedicated times to support students with both practical and written tasks. **Types of tasks:** ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Learning of key terminology and definitions. ▪ Research in preparation for future tasks e.g. research a character or theme related study for development and progress. ▪ Embed key subject content in long term memory, e.g. the learning of lines or key words used in the written exam. ▪ Practise and develop skills e.g. produce a character profile or a role-on-the-wall. ▪ Completion of coursework tasks e.g. Portfolio- research, diaries, evaluations of practical work. (scaffolding support doc available) ▪ Extension of learning from the lesson e.g. comprehension questions related to key learning. ▪ Revision clocks.	**Frequency**: Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. Teachers will be available at dedicated times to support students with coursework and practical tasks. **Types of tasks:** ▪ To embed key subject content in long term memory, e.g. the learning of lines for Drama and Theatre plays. ▪ Learning and revision for class tests and examinations e.g. cue cards, spider diagrams for essay structure and content. ▪ To prepare and answer questions based on subject content. ▪ Extend learning and reinforce key learning in class e.g. to practise examination questions. ▪ Research in preparation for future tasks e.g. contextual research of plays and time period- Shakespeare/Greek Theatre. ▪ Practise and develop skills e.g. physical and vocal skills. ▪ Completion of coursework tasks e.g. devised and scripted performance pieces, research skills, evaluation of practical tasks, etc. ▪ Extension of learning from the lesson e.g. questions related to key learning. ▪ Reading of literature to support the course. ▪ Timed essay questions.

	▪ Learning and revision for class mocks and examinations –using Live theatre sheet and GCSE Drama revision guide ▪ Improvement and use of 'Success' and 'Challenge' feedback to improve or develop written tasks.	▪ Written work to be submitted on TEAMS or hard copy, dependent on teacher's request. .

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English and Media - Homework Policy

Key Stage 3	Key Stage 4	Key Stage 5
Sparx Reader focuses on reading fluency, comprehension, and vocabulary development through structured reading practice. **Key features:** • **Personalised reading level:** Students are assigned books matched to their reading ability • **Active reading checks:** Embedded questions ensure students are engaging with and understanding the text • **Vocabulary development:** Highlights and teaches unfamiliar words in context • **Reading time expectations:** Homework is based on reading times ustained, not just task completion • **Quizzing for comprehension:** Regular checks reinforce meaning and understanding **What it develops:**	***Frequency:*** Homework tasks will be set on a weekly basis, with a maximum of two tasks set if necessary. ***Types of tasks:*** ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Research tasks e.g. research the social and historical contexts of exam texts. ▪ Embed key subject content in long term memory, e.g. memory recall tasks such as learning key terminology, key events, characterisation and key themes. ▪ Practise and develop skills e.g. independent reading, extended writing tasks and annotation of text extracts. ▪ Completion of coursework tasks (for Media Studies) e.g. film, editing and creating. ▪ Extension of learning from the lesson e.g. consolidation of understanding through writing analytical paragraphs. ▪ Learning and revision for class tests and examinations e.g. mind maps, flash cards and other graphic organisers. ▪ Use of DIRT to improve or develop written responses. ▪ Develop broader understanding of the topic through wider reading. ▪ Quizzes set on Microsoft Forms.	***Frequency:*** Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. ***Types of tasks:*** ▪ Revise to embed key subject content in long term memory, e.g. the learning of key theories and terminology. ▪ Lesson preparation work, including reading and annotation of texts. ▪ To prepare and answer exam-style questions based on subject content, under timed conditions where appropriate. ▪ Independent study and research including gathering data, investigating language, contextual research and finding texts for analysis. ▪ Practise key skills e.g. annotation, analysis, application of theory, and developing writing skills. ▪ Completion of Non-Exam Assessment tasks. ▪ Read around the subject, as directed and independently. ▪ Use of DIRT to improve or develop written responses. ▪ Quizzes set on Microsoft Forms.

• Reading fluency and stamina • Comprehension skills • Academic vocabulary		

Strategies to support vulnerable learners

- Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners.
- Students to explain the task to the teacher/teaching assistant, if appropriate. Printed homework slips produced for some students.
- Students encouraged to seek assistance from teacher for additional support if needed.
- Provide differentiated/scaffolded resource if appropriate.
- Provide exemplar outcome if appropriate.
- Remind students of pages in planner that may provide appropriate support

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Food and Textiles Technology - Homework Policy

Key Stage 3	Key Stage 4	Key Stage 5

Frequency: Homework tasks will be set as and when appropriate related to the learning objectives of each lesson. Homework may be on TEAMS as appropriate based on the content covered during lessons. *Types of tasks:* ▪ Consolidation of learning by applying knowledge and using skills to answer set tasks e.g. evaluation of practical activities. ▪ Evaluations of practical tasks. ▪ Learning the spelling and key subject vocabulary e.g. function of ingredients, properties of fabrics. ▪ Research in preparation for future tasks e.g. finding appropriate recipes, research images for a mood board. ▪ MCQ questions to test key threshold concepts and misconceptions. ▪ Practise and develop skills e.g. annotation of design tasks. ▪ Learning and revision for class tests and examinations. ▪ Improvement and use of DIRT time to improve or develop set tasks.	*Frequency:* Homework tasks will be set on a weekly basis. Students are encouraged to attend extra support sessions to complete practical tasks and NEA folder work. Teachers will be available at dedicated times to support students. Homework may be on TEAMS as appropriate based on the content covered during lessons. *Types of tasks:* ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Research in preparation for future tasks e.g. research for NEA tasks. ▪ Embed key subject content in long term memory, e.g. the learning of properties of ingredients/nutrition. ▪ MCQ questions to test key threshold concepts and misconceptions. ▪ Practise and develop skills e.g. annotation of design tasks. ▪ Completion of NEA tasks e.g. evaluations of practical work. ▪ Extension of learning e.g. comprehension questions related to key learning. ▪ Learning and revision for class tests and examinations e.g. mind maps, flash cards, concept maps. ▪ Use of DIRT to improve or develop set tasks	*Frequency:* Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. Homework may be on TEAMS as appropriate based on the content covered during lessons. *Types of tasks:* ▪ To embed key subject content in long term memory. ▪ Learning and revision for class tests and examinations e.g. cue cards. ▪ To prepare and answer questions based on subject content. ▪ MCQ questions to test key threshold concepts and misconceptions. ▪ Extend learning and reinforce key terminology in class e.g. to practise examination questions. ▪ Research in preparation for future tasks. ▪ Practise and develop skills e.g. annotation of design tasks. ▪ Answer examination questions. ▪ Completion of coursework tasks e.g. research skills, evaluation of practical tasks etc. ▪ Extension of learning from the lesson e.g. questions related to key learning. ▪ Write exam based essays.

Strategies to support vulnerable learners

- Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners.
- Students to explain the task to the teacher/teaching assistant. Printed homework labels produced for some students.
- Students encouraged to attend homework club for additional support.
- Scaffold homework tasks.

Geography - Homework Policy

Key Stage 3	Key Stage 4	Key Stage 5

Homework tasks will be set related to the learning objectives of each lesson, this will be an average once a fortnight: Tasks for Year 7 and Year 8 are in the form of a choice grid. Pupils select their own tasks to do which are staged in terms of level of difficulty. They are encouraged to challenge themselves with each subsequent piece of work. Some EL tasks may form part of assessment at the end of a topic and will usually assess understanding and skills. Tasks could include: - Learning key words- meaning and spellings for current topics - Building on skills learnt in lesson e.g. practice map skills such as 6 figure grid references or draw a graph to represent something. - Researching information that extends learning from lessons and to prepare for upcoming lessons e.g. researching and keeping up to date with current geographical news events - Applying classroom learning through a different format e.g. role play task written up into a newspaper report - Making models, producing videos or making PowerPoint presentations. - Revision – e.g. self-assessment completing RAG sheets and active revision strategies - Exam style questions – e.g. practicing '1+1' answers and named example questions applying knowledge and understanding from the lessons	Homework tasks will be set at least once a week: - Key geographical words and examination command words – definition, spelling and application - Building on skills learnt in lesson e.g. practice map, graphical, resource interpretation and mathematical skills - Researching information that extends learning from lessons and to prepare for upcoming lessons e.g. researching and keeping up to date with current geographical news events - Applying classroom learning through a different format e.g. writing an evaluative statement from a range of different resources related to a geographical issue - DIRT- correct mistakes and act on feedback - Revision – e.g. completing topic summaries and case studies or completing quiz work may be set on Teams - Exam style questions – e.g. practising questions, applying knowledge and understanding from the lessons - Consolidation of fieldwork e.g. presentation, analysis and evaluation of data	Homework tasks will be set on a weekly basis for each discipline. Students will spend 1 hour per lesson on homework tasks: - Key geographical words and examination command words – definition, spelling and application - Building on skills learnt in lesson e.g. practice map, graphical, resource interpretation and statistical skills - Researching information that extends learning from lessons and to prepare for upcoming lessons e.g. researching and keeping up to date with current geographical news events. This could involve making Cornell notes in preparation for a lesson - Applying classroom learning through a different format e.g. writing an evaluative statement from a range of different resources related to a geographical issue - DIRT- correct mistakes and act on feedback - Revision – e.g. completing topic summaries and case studies - Exam style questions – e.g. practicing short and long answer exam technique - Consolidation of fieldwork e.g. presentation, analysis and evaluation of data - Using examiner reports and mark schemes to inform and improve examination answers
Strategies to support vulnerable learners		

- Set at the start of a lesson to allow sufficient time to explain
- More than one lesson in between setting and deadline to give time to remind and offer additional support
- KS3 lunchtime support once a week
- Check understanding verbally and utilise TA support to assist/Printed slips for those who need it
- Model where appropriate

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Health and Social Care - Homework

Key Stage 4	Key Stage 5

Homework tasks will be set on a weekly basis: ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Consolidation of learning by applying knowledge and understanding to specific questions in order to personally reflect upon and evaluate topics investigated in class. ▪ Learning key subject terminology e.g. Maslow's hierarchy. ▪ Comprehension exercises to reinforce learning in the lessors ▪ Practice and develop skills for exam success e.g. evaluation and explanation responses. ▪ Learning and revision for class tests and examinations. ▪ Completion of controlled assessment tasks, ▪ Work will be set in class and on Teams. ▪ Students who are self-isolating will email/hand in work though Teams	Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. Teachers will be available at dedicated times to support students: ▪ To embed key subject content in long term memory, e.g. the learning of different conditions; ▪ Learning and revision for class tests and examinations e.g. cue cards; ▪ To prepare and answer questions based on subject content; ▪ Extend learning and reinforce key terminology in class e.g. to practise examination questions; ▪ Answer examination questions; ▪ Completion of coursework ▪ Extension of learning from the lesson e.g. questions related to key learning. ▪ To respond to feedback to improve set tasks. ▪ Work will be set in class and on Teams. ▪ Students who are self-isolating will email/hand in work though Teams
Strategies to support vulnerable learners ▪ Check students understand the task, what is required and ensure the tasks are coherently recorded in student planners. ▪ Students to explain the task to the teacher/teaching assistant. Printed homework slips produced for some students. ▪ Students encouraged to attend homework sessions for additional support with completing coursework or exam questions. ▪ Scaffold homework tasks. ▪ Handouts printed in an appropriate colour or size to assist students' reading. ▪ PowerPoints produced in a reader friendly colour and font size, printed for students as required.	

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History - Homework

Key Stage 3	Key Stage 4	Key Stage 5
Frequency: Homework tasks will be set as and when appropriate related to the learning objectives of each lesson. Usually, this will be set once per short 5-lesson unit. Types of tasks: ▪ Learning key subject terminology, including its spelling and meaning. ▪ Research in preparation for future tasks or to enhance knowledge of current ones e.g. to research specific events, people or in-depth case studies. ▪ Learn and memorise specific topics for class knowledge tests, assessment tasks and end of year examinations. This will normally involve the production of an active revision resource.	Frequency: Homework tasks will be set every other lesson. Students will spend 30-40 mins per task on History homework. Types of tasks: ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Learning key subject terminology, including its spelling and meaning. ▪ Research in preparation for future tasks or to enhance knowledge of current ones e.g. to find supportive facts, figures and case-studies to help extend the depth of written responses. ▪ Learning and revision for class memory tests, exam skills practice and end of unit examinations. This will normally involve the production of an active revision resource.	Frequency: Homework tasks will be set every lesson. Students will spend 4-5 hours per week on History homework tasks. Types of tasks: ▪ Prepare thoroughly for the following lesson. This will normally involve: - reading core course books and other texts, - taking effective, well organized and detailed notes - noting questions about elements that require clarification. ▪ Write essays – both within and outside of timed exam conditions. ▪ Improve previous essays – regularly and diligently perfect work in light of targets and feedback. ▪ Revise content thoroughly and regularly. Students will have regular knowledge tests in class to ascertain knowledge of core course material. ▪ Research additional facts, figures and case-studies to strengthen written work
Strategies to support vulnerable learners ▪ Deadlines that are not 'overnight' – students have the opportunity to come and request help from teachers. Knowledge summaries for revision tasks, so students not 100% dependent on exercise book work.		

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Mathematics - Homework Policy

Years 7 to 10	Year 11	Key Stage 5
Frequency: Sparx tasks will be set on a weekly basis. They will always be due on a Wednesday **Format of task:** Personalised homework for each student is set on Sparx maths based on their prior attainment and the content covered in lessons. The tasks build on prior learning and support retrieval practice. Students should do their working out alongside the book codes in their maths exercise books to help complete the online tasks. **Types of tasks:** Compulsory – a 40-minute task is set for all students on Wednesdays with the expectation homework should be submitted on Wednesday of the following week. XP Boost – an additional 20-minute task which is optional for all students Target – An optional task made up of topics students have struggled with. Independent learning – Here students can complete any task which they choose to. This will be helpful if students have missed some lessons or would like to	**Frequency:** Homework tasks will be set on a weekly basis **Types of tasks:** The following KS4 homework tasks are in addition to the Sparx tasks for Years 7-10 Practice of past examination papers. Hegarty tasks based on areas of development (will be shown on student question level analysis feedback) Friday focus tasks include reference per question to Hegarty maths tasks which students can use for revision.	**Frequency:** Homework tasks will be set each lesson. Students will spend one hour per lesson on homework tasks, some of which will be directed by the classroom teachers, others as part of independent learning. Teachers are happy to support Y12/13 students with bespoke questions – but the onus is on the student to state which topic/ area they require support on. **Types of tasks:** The following tasks are typical of homework set for a KS5 student: Finishing work started in lessons e.g. textbook exercises. 'Big homework tasks' that focus on mixed examination questions. Completion of past examination papers. Revision in preparation for exams/assessment. Preparation/reading for upcoming topic

work on an area of weakness following an assessment. **Expectations:** It is expected that all students complete the 40-minute compulsory task and achieve 100% each week. The tasks are personalised to meet the needs of each student. Video support is available to help if students struggle with a particular task or concept. **How to support:** It is important that you don't help your child on their first attempt. If they get a question incorrect by all means then help them. If they get the answer correct first time the algorithm will increase the level of challenge. Extra support is available from the department on Friday lunchtimes in B10.		
Strategies to support vulnerable learners: Teacher support to ensure details are written in students' planners Extra support and revision is available on a lunchtime – these are advertised on the maths display board. Reminders given during lesson. Tasks scaffolded where appropriate		

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MFL - Homework Policy

Key Stage 3	Key Stage 4	Key Stage 5
Frequency: Homework tasks will be set as and when appropriate related to the learning objectives of each lesson. ***Types of tasks:*** ▪ Vocabulary learning. ▪ Consolidation of learning by applying knowledge and using skills to tackle set tasks, e.g. reading comprehension exercise, written exercise. ▪ Assignment on Active Learn. ▪ Grammar practice. ▪ Research into a specified aspect of life in French, German or Spanish speaking countries. ▪ Learning and revision for class tests and examinations. ▪ Improvement and use of DIRT time to improve or develop set tasks. ▪ Embed key subject content in long. term memory, e.g. verb conjugations ▪ Translation into and out of the target language. ▪ Online forms quizzes ▪ Tasks which require effective use of online language learning tools	***Frequency:*** Homework tasks will be set most lessons. ***Types of tasks:*** ▪ Vocabulary learning. ▪ Consolidation of learning by applying knowledge and using skills to tackle set tasks, e.g. reading comprehension exercise, written exercise. ▪ Assignment on Active Learn. ▪ Grammar practice. ▪ Research into a specified aspect of life in French, German or Spanish speaking countries. ▪ Learning and revision for class tests and examinations. ▪ Improvement and use of DIRT time to improve or develop set tasks. ▪ Embed key subject content in long term memory, e.g. verb conjugations. ▪ Translation into and out of the target language. ▪ Preparation of longer written texts. ▪ Reading comprehension task based on a literary/non-fiction extract. ▪ Online forms quizzes ▪ Tasks which require effective use of online language learning tools	***Frequency****:* Homework tasks will be set after every lesson. Students will spend at least 1 hour per lesson on homework tasks. ***Types of tasks:*** ▪ Vocabulary learning. ▪ To embed key subject content in long term memory, e.g. grammar rules. ▪ Learning and revision for class tests and examinations. ▪ Reading and listening. Comprehension exercises based on core topics. ▪ Preparation of written answers and essays. ▪ Independent research into aspects of politics, society, current affairs and history in target-language countries. ▪ Independent reading of and listening to newspapers/magazines/websites from target-language countries. ▪ Reading literary works from target-language countries. ▪ Studying films from target-language countries. ▪ Translation out of and into the target-language. ▪ Examination practice.

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Strategies to support vulnerable learners

- Weekly Active Learn and Homework Support Club at lunchtime in C09
- Look-cover-write-check sheets for key vocabulary provided for every topic
- Booklets provided for pupils containing key vocabulary and grammar

Music and Music Technology - Homework

Key Stage 3	Key Stage 4	Key Stage 5

The best form of homework for musicians is to get quality hands on experience. There is something for everyone in our extra-curricular programme and if students would like to improve their musicianship this is their first port of call. Students are also regularly encouraged to take up instrumental tuition. In addition to this: revision/consolidation/recall based homework tasks matched to the curriculum (largely vocabulary driven and set c.10 times a year on TEAMS) will focus on: • revision of musical language to enable students to give answers in sound • revision of musical language for use in listening, analysis, and evaluation work • revision of musical notation to enable students to function in tasks that require notation • preparation for listening tests and end of year examinations	Homework tasks will be set on a weekly basis. Homework at this level is to provide: 1. time to complete coursework under controlled conditions 2. time to develop skills and understanding required for the 'understanding music' paper Students are required to attend staffed support sessions in order to complete the 60% controlled assessment coursework that makes up the course. The frequency of this will depend on how much additional support students need. Key resources are provided on TEAMS / Ldrive / Dept Website and through all students' membership of FocusonSound. In addition, it is highly recommended that GCSE Musicians attend at least one extra curricular music making rehearsal each week to develop: ensemble playing; stamina; sight reading; intonation; tone and everything else that shapes a properly musical musician. The Music department will also provide opportunities to broaden understanding of the subject through participation and attendance at live music events in and beyond school.	Homework tasks will be set on a weekly basis. Students should spend 3-4 hours on homework tasks. Since 60% (Music) and 40% (Music Tech) of the course is controlled assessment coursework students should spend at least half of this time in the department making use of the spaces and equipment available. None of the Cubase/Sibelius coursework tasks can be completed at home. Teachers will be available to book for 1 to 1 support and accompanying. Homework at this level is to provide: • time to complete coursework • time to rehearse/record performance work • time to time to develop skills and understanding required for the written papers In addition it is highly recommended that A level Musicians attend or lead at least one extra curricular music making rehearsal each week to develop: ensemble playing; stamina; sight reading; intonation; tone and everything else that shapes a properly musical musician The Music department will also provide opportunities to broaden understanding of the subject through participation and attendance at live music events in and beyond school.

Strategies to support vulnerable learners

- All tasks are tiered using the ladder system used in KS3 Music lessons.
- Teacher will model the task and ask students to reproduce an element of the model to demonstrate understanding.
- Use of P23 can be offered to help students complete tasks set on TEAMS.
- Check planners contain an accurate record of the task set.

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Politics - Homework Policy

Key Stage 5
Homework will be set every lesson and in line with the sixth form policy on homework (4-5 hours per week) Students may be set the following types of tasks: ➢ Reading for the following lesson; ➢ Researching news stories and sharing on our Padlet page. ➢ Listening to podcasts ➢ Taking effective and detailed notes on an issue from articles/textbook; ➢ Improving essay work. ➢ Planning essays. ➢ Writing essays under timed conditions (particularly for revision periods) ➢ Revise for content tests. ➢ Designing a presentation ➢ Watching political programmes/documentaries. Failure to complete E/L will be sanctioned using the whole sixth form policy (compulsory P6 when it is up and running) E/L will also be uploaded on TEAMs for those self-isolating.
Strategies to support vulnerable learners ▪ Check students understand the task and what is required ▪ Students to explain the task to the teacher. ▪ Scaffold homework tasks.

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Physical Education - Homework Policy

Key Stage 3	Key Stage 4	Key Stage 5
Frequency: Homework tasks will be set as and when appropriate related to the learning objectives of each lesson. ***Types of tasks:*** ▪ Consolidation of learning by applying knowledge and using skills to answer set tasks e.g. evaluation of practical activities. ▪ Evaluation of practical tasks e.g. fitness testing or skill acquisition sessions. ▪ Learning the spelling and key subject terminology e.g. energy systems or major muscle groups. ▪ Research in preparation for future tasks e.g. preparing a skill specific fitness circuit; a warm up for a particular sport; a skill session for peers in an activity area. ▪ Practise and develop skills e.g. skill repetition or base fitness work ▪ Learning and revision for examinations using the KS3 booklet as a resource. ▪ Improvement and use of DIRT time to improve or develop a set of skills or sequential learning, such as a gym or dance routine.	***Frequency:*** Homework tasks will be set timely and in line with the SOL. (Students are encouraged to attend extra support sessions to reinforce and underpin their classroom learning- when this become viable again). (Teachers will be available at dedicated times after school to support students with coursework, practical and reinforcement of learning sessions. ***Types of tasks:*** ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Embed key subject content in long term memory, e.g. the learning of key terms - 'give misunderstanding the red card' ▪ Completion of coursework tasks e.g. KPC. ▪ Extension of learning from the lesson e.g. comprehension questions related to key learning. ▪ Learning and revision for class tests and examinations. ▪ Improvement and use of DIRT time to improve or develop set tasks. ▪	***Frequency:*** Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. (Teachers will be available at dedicated times after school to support students with coursework, practical and reinforcement of learning sessions. ***Types of tasks:*** ▪ To embed key subject content in long term memory, e.g. the learning of physiological, sociological or psychological concepts. ▪ Learning and revision for class tests and examinations. ▪ To prepare and answer questions based on subject content. ▪ Extend learning and reinforce key learning in class e.g. to practise examination questions. ▪ Research in preparation for future tasks e.g. psychological profiling of elite performers – wider/topical reading. ▪ Practise and develop skills e.g. annotation class notes, text research. ▪ Completion of coursework tasks e.g. synoptic assignment evaluating performance. ▪ Extension of learning from the lesson e.g. questions related to key learning.

Strategies to support vulnerable learners

- Check they have recorded EL correctly and they understand the task in hand
- Lunchtime supervision available to support learners
- Discuss with TA the task to ensure they are fully supported
- Ask students to relay the task back to the member of staff
- Ensure tasks are scaffolded and differentiated where possible.
- Hand out textbooks to students that need them

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Religion, Philosophy and Ethics - Homework Policy

Key Stage 3	Key Stage 4	Key Stage 5

Frequency: Homework tasks will be set as and when appropriate related to the learning objectives of each lesson. ***Types of tasks****:* ▪ Consolidation of learning by applying knowledge and understanding to specific questions in order to personally reflect upon and evaluate topics investigated in class. ▪ Learning key subject terminology and its spelling and meaning e.g. Sadaqah, Hajj, Rebirth, Reincarnation etc. ▪ Research in preparation for future tasks or to enhance knowledge of current ones e.g. to find supportive facts, figures and case-studies to help extend the depth and accuracy of written responses. ▪ Practice and develop skills for exam success e.g. evaluation and explanation. ▪ Learning and revision for class tests and examinations. ▪ To complete lengthy written tasks begun in lessons which consolidate learning.	***Frequency:*** Homework tasks will be set on a weekly basis to students who take GCSE RE. Core 'Philosophy for Life' students will be asked to complete work as necessary. ***Types of tasks:*** ▪ Reinforce and develop learning in class e.g. to practice completing examination questions. ▪ Consolidation of learning by applying knowledge and understanding to specific questions in order to personally reflect upon and evaluate topics investigated in class. ▪ Learning key subject terminology and its spelling and meaning e.g. Social Immortality, Nirvana, Ascetic, etc. ▪ Research in preparation for future tasks or to enhance knowledge of current ones e.g. to find supportive facts, figures and case-studies to help extend the depth of written responses. ▪ Personally annotate work completed in class – students will be encouraged to personally reflect upon and comment on the work we do. ▪ Practice and develop skills for exam success e.g. evaluation and explanation responses. ▪ Learning and revision for class tests and examinations. ▪ Quiz work on TEAMs to regularly review essential content – interleaving information and developing memory recall.	***Frequency:*** Homework tasks will be set on a weekly basis for each of the three course elements. Students will spend 1 hour per lesson on homework tasks (4-5 hours per week). ***Types of tasks:*** ▪ Write essays – both within and outside of timed exam conditions. ▪ Improve past essays – regularly and diligently perfect work in light of targets and feedback. ▪ Collate notes and reading materials above and beyond that investigated in class. ▪ Research additional facts, figures and case-studies to exemplify and strengthen points made in essays/responses. ▪ Read relevant sources and materials weekly and take notes/annotate. ▪ Revise content thoroughly and regularly. Students will have regular knowledge tests in class to ascertain recall and understanding of key scholars/material. ▪ Quiz work on TEAMs to regularly review essential content – interleaving information and developing memory recall.

Strategies to support vulnerable learners
▪ Knowledge organisers; a one-page summary of key vocabulary and ideas. ▪ Low attendees, isolation students and students who have lost work/book are issued with catch-up sheets. ▪ Checking students understand the task, what is required and ensure the tasks are coherently recorded in students' planners. ▪ Writing frames produced for tasks including assessments. ▪ J11 and J12 available rooms for lunchtime.

Science - Homework Policy

Key Stage 3	Key Stage 4	Key Stage 5

Sparx Science Sparx Science supports **knowledge retention and understanding of key scientific concepts** through guided practice. **Key features:** • **Curriculum-linked questions:** Homework is directly aligned to the topics being taught in lessons • **Interleaved practice:** Includes **previously learned content** to support long-term retention • **Multiple-choice and structured questions:** Reinforces core knowledge and application • **Immediate feedback:** Students receive instant responses to support correction and learning • **Guided support:** Hints and explanations scaffold understanding where needed **What it develops:** • Secure understanding of scientific knowledge • Ability to apply concepts • Recall of key facts and terminology	***Frequency****:* Homework tasks will be set on a weekly basis. Students are encouraged if they find a task challenging to seek support from their teacher. ***Types of tasks:*** ▪ Reinforce and extend learning in class e.g. to practise examination questions. ▪ Research in preparation for future tasks e.g. research properties of chemical elements, the applications and implications of using stem cells. ▪ A carefully constructed quiz set on Teams which tests understanding ▪ Embed key subject content in long term memory, e.g. the formulae for calculations. ▪ Practise and develop skills e.g. review and annotation of class notes, graph plotting, identifying patterns, drawing conclusions, answering past exam questions. ▪ Extension of learning from the lesson e.g. comprehension questions related to key learning. ▪ Review learning by producing mind maps, revision cards etc. ▪ Learning and revision for class tests and examinations. ▪ Improvement and use of DIRT time to improve or develop set tasks. ▪ Wider/topical reading & summarise - around the subject.	***Frequency:*** Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. Students are encouraged if they find a task challenging to seek support from their teacher. ***Types of tasks:*** ▪ To embed key subject content in long term memory, e.g. definitions of key terms such as relative atomic mass, formulae for calculations etc. ▪ Learning and revision for class tests and examinations. ▪ Extend learning and reinforce key learning in class e.g. to practise examination questions. ▪ Complete pre-reading and comprehension questions to check understanding in preparation for future learning. ▪ Research in preparation for future tasks e.g. experimental methods to complete a required practical. ▪ Practise and develop skills e.g. annotation of class notes, graph plotting, identifying patterns, drawing conclusions, answering past exam questions. ▪ Review learning by producing mind maps, revision cards etc. ▪ Use of DIRT time to improve or develop set tasks. ▪ Wider/topical reading & summarise - around the subject.

Strategies to support vulnerable learners ▪ Check students understand the task, what is required and ensure the tasks are coherently recorded in students' planners. ▪ Students to explain the task to the teacher/teaching assistant. Printed homework slips produced for some students. ▪ Students encouraged to seek out their teachers for additional support. ▪ Revision guides can be purchased/where necessary made available to provide an additional information resource. Scaffold homework tasks/Printed sheets for any homework set on Teams		

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Social Sciences- Homework Policy

Key Stage 5
Frequency*:** Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. Knowledge-check questions will be set at regular intervals (every couple of topics covered) on Teams to allow for interleaved revision. ***Types of tasks: ▪ To embed key subject content in long term memory, e.g. research studies. ▪ Complete key terminology sheets with terms and definitions. ▪ Learning and revision for class tests and examinations e.g. completing summary sheets. ▪ To prepare and answer questions based on subject content. ▪ Extend learning and reinforce key learning in class e.g. complete examination questions. ▪ Practice and develop essay writing skills e.g. plan essays or write elaborated evaluation points. ▪ Consolidation of learning from the lesson e.g. questions related to key learning - To complete knowledge check quizzes set on teams ▪ Improvement tasks e.g. redoing an essay acting upon feedback given. ▪ Research in preparation for future lesson content. ▪ Answer examination questions. ▪ Write/plan exam style essays.

Strategies to support vulnerable learners

- Consistent logging of missed EL work using class charts
- Students encouraged to attend lunchtime homework club for additional support.
- Scaffold homework tasks.
- Provide clear instructions of how to complete each task (use of teams will help with this)
- Provide video links/tutorials alongside assignments to help with consolidation of topics