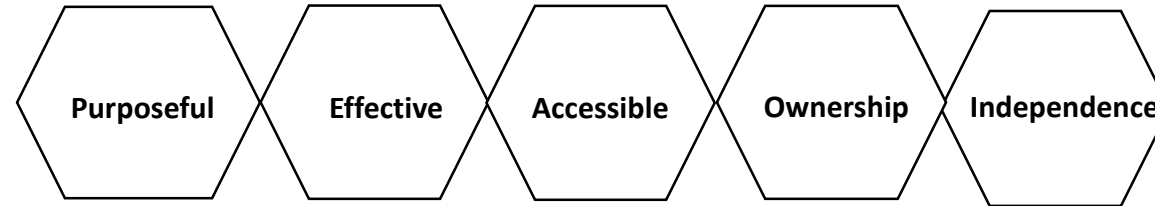


The Sir John Colfox Academy

Home Learning Booklet



An introduction

This homework policy will guide you through some of the most effective strategies of revision to help support both your present learning and long-term memory of learned knowledge.

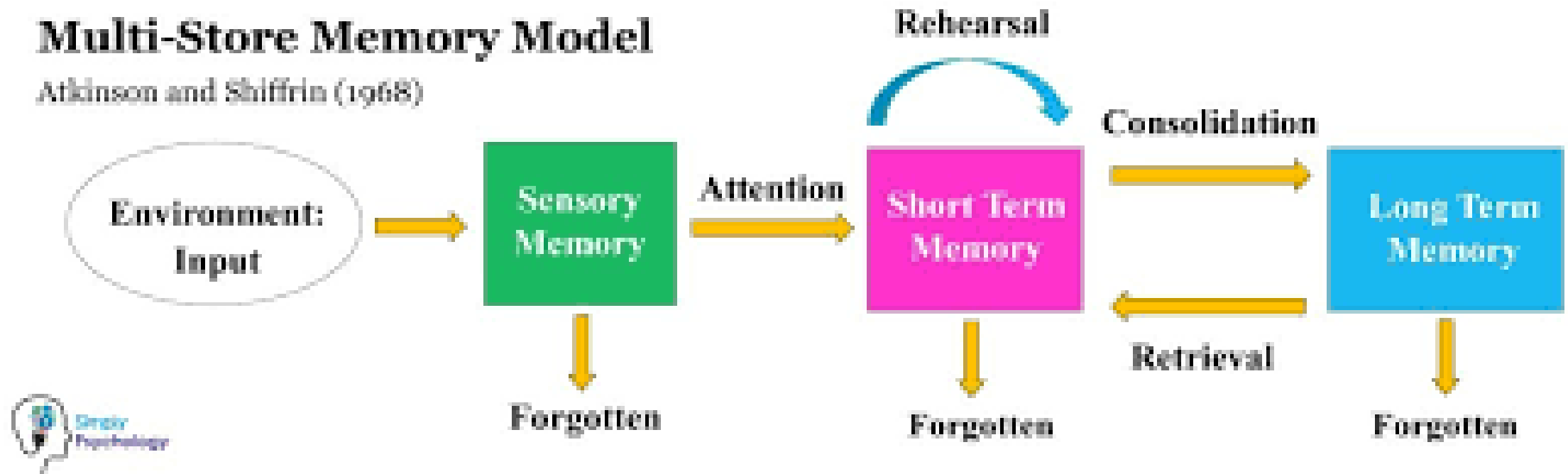
Different strategies work for different people. Try out some of the revision strategies in this booklet to see what suits you and the topic you have been asked to study.

Remember, understanding your subject enough to apply, adapt and scrutinise information is the key to learning and retaining knowledge.

How memory works

Multi-Store Memory Model

Atkinson and Shiffrin (1968)





Homework 2023-24



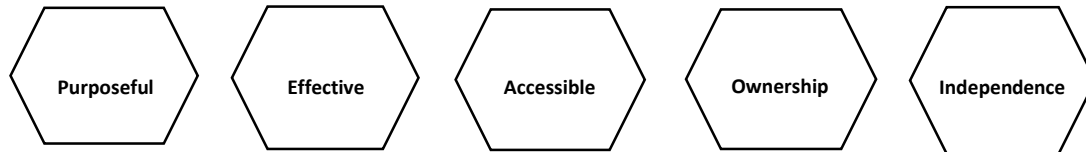
Introduction

Homework is an essential and purposeful part of learning for all students at The Sir John Colfox Academy. Our homework seeks to not only support the high-quality teaching and learning which takes place in the classroom, but also supports our students to develop the positive learning behaviours needed to flourish both in school and beyond. We want our students to be confident and autonomous learners who never stop asking why and our homework policy reflects this.

What does the research say?

Research suggests that students who complete homework benefit 5+ months from it and that short, frequent homework which is monitored closely by teachers is most effective (EEF, 2021). Hattie argues that homework is more effective when it involves practise or retrieval of content already taught (Hattie, 2014) and Mayer states that homework should: help learners to identify useful information, help learners to understand how the material fits together, help learners to see how the material relates to prior knowledge (Mayer, 1999). However, a common theme running through research suggests that for homework to be positive, homework task design and quality is far more important than quantity.

Key principles for homework



Purposeful: homework must be purposeful and reflect what is being learnt in the classroom through practice, retrieval or embedding the curriculum. Purposeful homework is homework which is designed by the classroom teacher and focuses on deepening learning and building positive homework habits.

Effective: effective homework must have well-designed tasks which seek to move learning forward. Aims must be clearly explained and understood by all students. For homework to be effective, explicit teaching of revision strategies is also required.

Accessible: All homework will be logged on My Child At School (MCAS) by classroom teachers. Both KS3 and KS4 homework will utilise the knowledge organisers created by departments and feedback will be provided through oral discussions in the classroom. All homework tasks will be short and focused, making them accessible for all.

Ownership/independence: students must take ownership of their homework. To help with this, students will be provided with the resources (knowledge organisers) needed to complete homework and will be explicitly taught revision strategies to practise and learn from at home. Parents should be kept informed of all homework via MCAS and should help to provide students with a quiet space in which they will complete homework. Emphasis should be placed on building routines and supporting this by providing spaces like homework clubs to complete homework and study.

If a student repeatedly does not engage with their homework, their class teacher can issue a Homework Concern every half term via MCAS. Students will then be expected to attend Homework Club as a supportive measure.

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). We expect our students to frequently read for pleasure at home.

KS3 and KS4 homework

At KS3 and KS4, all subjects will set homework based around their knowledge organiser. All homework will run through a 6-step cycle in which students will be expected to:

- **Step one:** be **explicitly taught** revision strategies (no homework set).
- **Step two:** **learn** knowledge organiser information using the revision strategies **and the knowledge organiser as a revision aid**. Knowledge learnt and homework completion will be reviewed by classroom teachers through paired discussion.
- **Step three:** **review** their own learning. Students will know what they're competent in and what their next steps will be to move their learning forward.
- **Step four/five:** **learn** knowledge organiser information using the revision strategies **without the knowledge organiser to help support**. Knowledge learnt and homework completion will be reviewed by classroom teachers through paired discussion.
- **Step six:** **review** their own learning. Students should know what they're competent in and what their next steps will be to move their learning forward.

During Step 6 students will also complete a summative 'knowledge assessment' which will be focused on the knowledge they have learnt for homework in class.

The knowledge on the knowledge organisers should reflect age-related expectations for each year group. KS4 knowledge should be directed towards GCSE specifications and may also include exam question practise.

All core subject teachers (English, Maths, Science and Languages) may also set additional homework to support classroom learning, often using online platforms (e.g. Dr Frost Maths, Century, This is Language etc.). This must be no more than 30 minutes a week.

Strategies for revision

With Knowledge Organiser (KO) to support

- ✓ Mind maps
- ✓ Mnemonics
- ✓ Creating a memory palace
- ✓ Layering
- ✓ Flash cards
- ✓ Dual coding
- ✓ Use song
- ✓ Paired/individual collaborative interrogation/teach it
- ✓ Cornell Notes

From memory (without KO)

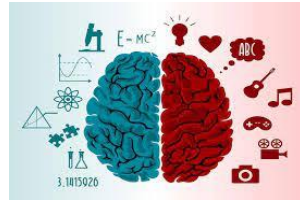
- ✓ Retrieval Practice including dumping, paired/individual quizzes, using memory aids to explain learned knowledge
- ✓ Paired/individual collaborative interrogation/teach it
- ✓ Summarising
- ✓ Look, cover, say, write, check
- ✓ Map and compare
- ✓ Past exam papers

**Don't forget you can use the Homework
Support Club in the library Mon-Thurs
15:30-17:00!**



Mind maps

Mind maps help to bring the left and right sides of the brain together.



They are useful for:
remembering and revising,
planning out ideas for writing,
planning out ideas
for presentations.



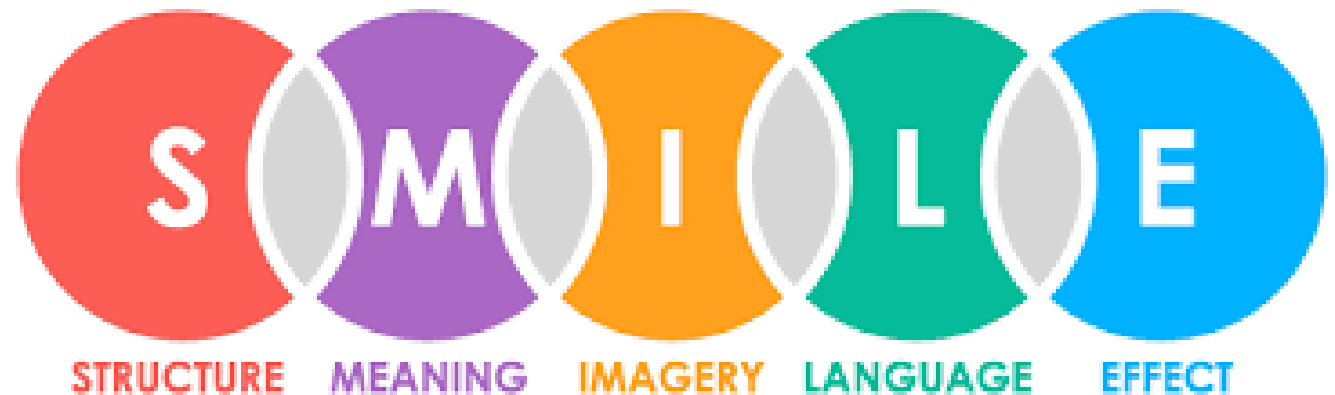
Mind maps are a good way of organising and simplifying information, and seeing connections between the different aspects of a topic. They can be an effective memory trigger because, often, it is the actual act of drawing out a mind map that helps with knowledge retrieval during assessments.

Force yourself to condense your revision notes down to key words. Use colours and images to help make the information meaningful and memorable. Stick up your mind maps around your home and look at them throughout your revision period.

Mnemonics

Mnemonics are memory tools that you can create yourself, to learn associations with information that is otherwise difficult to recall. This might involve creating vivid mental pictures; making up stories to remember a sequence of information; or picturing facts as locations on a map.

You can use mnemonics your teacher has taught you in lessons, of you might like to create your own!



Creating a memory palace

This strategy uses your spatial memory to help learn sequences of information. Turn the individual chunks of information into vivid mental images, then connect the images in a story that unfolds throughout a location you know well. You could picture your first image by the front door of the house you grew up in; then imagine wandering into the kitchen and finding your next two images arguing in there, whilst the next three dance together in the living room...



Layering

Try the 'layering' strategy for remembering complex information. First, learn the easiest and simplest facts or ideas about a topic. Use these to provide a foundation before adding gradually more complex information, layer upon layer. Working in this way means that, if you get anxious in your assessment, you should still remember the foundation layer of the material. When you start making notes about that, your memory of the higher layers will flood back.

Revision
should have
layers too!



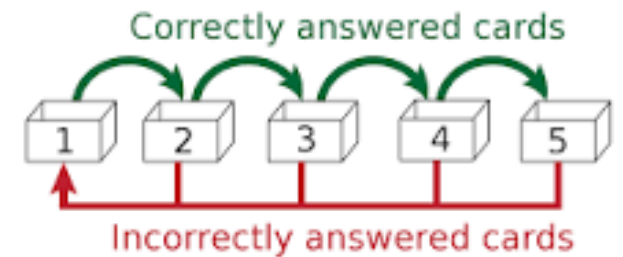
Flashcards

Flashcards are a creative and colourful way to support long-term learning.

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others

Post-it notes can also be useful for key words and timelines

Use the Leitner Method to ensure your flashcards are effective.



Key terms:
Create for key words and terms

Causation:
Create for the causes of events or progress

Judgements:
Create an agree or disagree argument against a quote

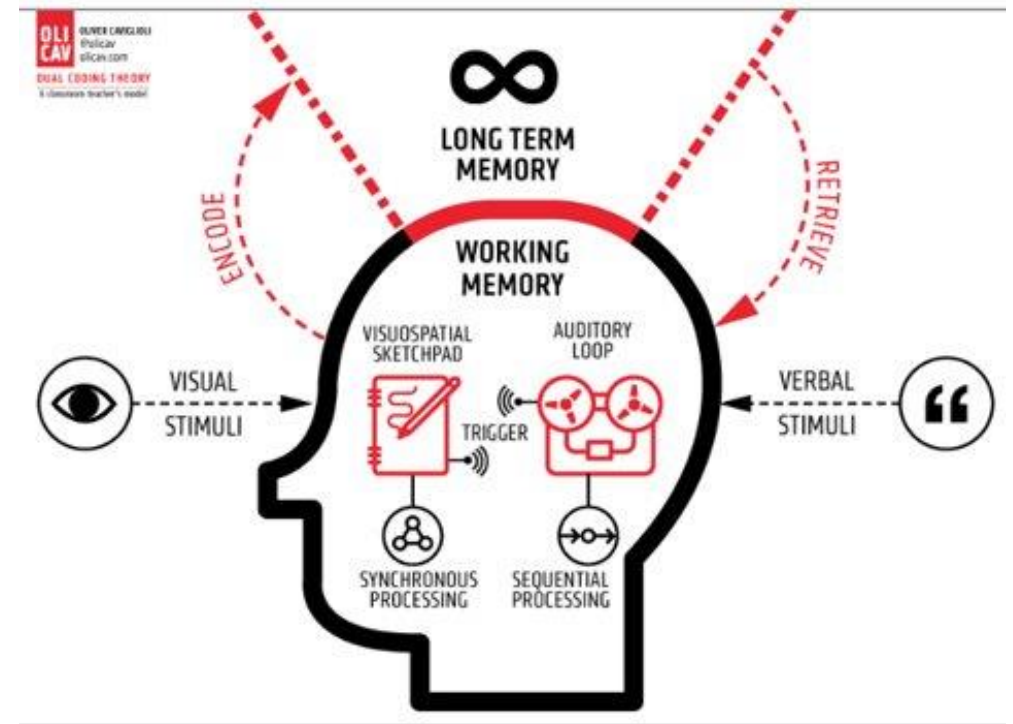
Narrative:
Create to show narrative events in order

Dual coding

Dual coding is the process of combining verbal materials with visual materials. There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and graphic organisers.

When you have the same information in two formats-words and visuals-it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

You should build up to the stage of retrieving information without words or visuals.



Use song

If you are good at remembering song lyrics, change the words of your favourite songs so that they become the knowledge you are trying to remember.

Your teachers might teach you knowledge using a song to help support your memory. Rehearse this song at home to learn the information.

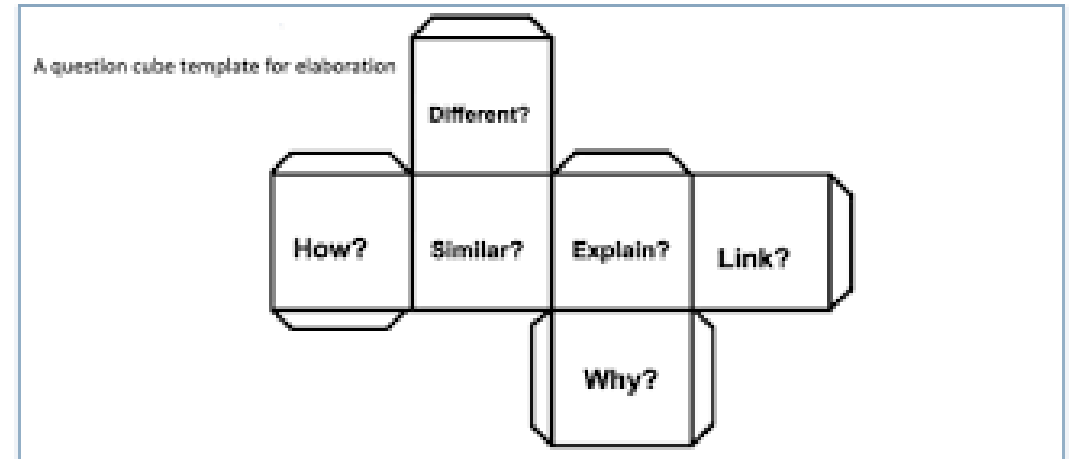


Paired/individual collaborative interrogation/teach it

Teaching others cements our understanding of a topic and therefore our memory of it. During breaks, you could try telling your family, friends or housemates about what you have just revised. Encourage them to ask questions.

If working with a partner, encourage them to ask you open ended why/how questions to allow deeper exploration and understanding of a topic.

Research has shown that this is the best way to increase your understanding of a subject. You will need to process information and apply it in a clear way for others to grasp the same concept. This will improve understanding and lay down long term memory.



Cornell Notes

Cornell Notes is a revision strategy which helps to support long-term learning.

1. Read the information on a chosen topic.
2. Using this information, complete the notes section in as much detail as possible.
3. Create clear questions in the cue section. Make sure the answers to these questions are easily identifiable in your notes section.
4. Once you have done this, move on to the summary section and, in your own words, summarise the information.
5. After 2-3 weeks, try to answer the questions in your cue section. If you can't remember, don't worry. Read through your notes and summary section and then try again.

Cornell Notes		Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Lang. Arts Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?			
Questions:	Notes:		
① What is the significance of the speaker in the poem?	① <u>Speaker</u> - * Voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)		
② How does a poet's choice of speaker affect the mood/meaning of a poem?	② <u>Imp.</u> - Poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as imp. as what is said - different points of view regarding same event (ie. parent, child, elderly person) * the person telling the story gives point of view and affects the message told ← P.O.V.		
③ How does Hughes use vocabulary to contribute to and convey his message?	③ <u>Writer's/poet's style</u> * <u>vocab</u> - helps to understand meaning "Crystal stair" = luxuries (metaphor) <small>compared 2 things</small> ie. "Life for me ain't been no crystal stair" "reachin'" - replace later at end of word (dialect) "Pause" = because → slang <small>var. lang. used by group speak diff.</small>		
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."			

Retrieval Practice

Practising retrieval means going over previously taught information. This can take the form of many activities. Choose from the list below:

- ✓ Low-stakes individual/paired quizzes (this can be a paper copy or one using an online resource such as Kahoot).
- ✓ Multiple choice questions
- ✓ Short explanation questions
- ✓ Odd one out
- ✓ If these are the answers, what are the questions.

Practising things over and over gets the best out of your memory.

RETRIEVAL PRACTICE IS PULLING INFORMATION OUT



RETRIEVAL PRACTICE IS NOT GIVING NEW INFORMATION



learnwithlee.net

Short-term to Long-term Memory



Summarising

Summarise your topic in a few words. Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. Create your summary from memory; do not use notes to help you.

You also summarise when using Cornell Notes or flashcards.



Look, cover, write, check

Look: first look at the knowledge you wish to know carefully and if there is one part of it that is difficult, look at that part in more detail.

Say: say the information as you look at it. Practise this.

Cover: cover the knowledge.

Write: write the knowledge from memory, saying the word as you do so.

Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Map and compare

Map down everything you can remember onto a plain piece of paper.

Once you have finished, compare what you have remembered with the knowledge on your knowledge organiser.

Add any knowledge you missed onto your piece of paper in a different colour. Next time you revise, you should focus more on this knowledge.

Past exam papers

Practise planning answers to exam questions. Making a plan will test your ability to remember concepts and connections. Jot down which areas of a topic you would draw on to answer a specific question; which approaches or research studies. Then test yourself on key facts or dates you would need for your answer.

If you have more time, practise answering an exam question in exam conditions. Your teacher will be more than happy to provide feedback on any work you produce!

