

## Parent Guide for homework

We have summarised the responses to some frequently asked questions below in what we hope will be a helpful guide which will enable you to further support your child in their completion and organisation of homework.

### ***1. 'What is my role in homework?'***

Encouragement is a major role. Ensure that your child manages and copes with the workload by helping them to prioritise tasks. We often see students spending lots of time on the subjects they enjoy most and neglecting those they find more difficult – encourage your child to allocate time to trickier subjects first. Sit with them if possible. Talk to them about the tasks. If students verbalise their learning, they are more likely to retain the knowledge.

### ***2. 'I'm busy and don't have time to help. What can I do?'***

It's not essential that you sit with your child and work alongside them, but showing an interest is imperative. Ask them what tasks they're undertaking tonight and sound enthusiastic!

### ***3. 'I can't help because education has changed since I was at school. I don't know what my child is taught.'***

You can support by appearing interested in school: reading the school newsletter; attending parents' evenings. Check the school website for the most up to date information about the curriculum.

Information about what KS3 students are studying at any one time can be found in their [knowledge organisers](#). These are issued termly and should be kept in students' bags.

Information about KS4 courses can be found [here](#).

### ***4. 'I don't know enough about a specific topic to help my child. How can I help?'***

Youngsters thrive on rewards and encouragement. Maybe look at some information together. Help collect information. Supporting is an excellent way of helping. This is also another area where the knowledge organiser can help!

### **5. *'It's noisy and there's no space at home'***

The Learning Development Department run a homework club, Tuesday - Thursday, from 3:15pm to 4pm, in the Inclusion Hub (A207). The club is primarily aimed at pupils with special educational needs and disabilities, but all pupils can attend. The hub is supervised by teaching assistants, who can offer additional advice and support if required.

At lunchtime, Monday-Friday, there is also the option for pupils to use A207 as a quiet study space. Again, this is staffed by members of the Learning Development Department, who have experience, skills and knowledge of working with pupils with special educational needs.

Both rooms are open to all year groups.

Further to this, and in order to support accessibility needs, the library also serves as a quiet study space after-school, and is reserved for Year 11 students wishing to do additional revision. Year 11 revision room runs in the library Tuesday to Friday 3:15 pm – 4 pm

The Learning Development Department are available to support pupils in A113, an additional room provided at break and lunch time, which is situated on the ground floor.

### **6. *'How much homework should my child be doing?'***

The following has been provided as *guidance* for the amount of time and frequency that homework is set but it is important to remember that it is the *quality* of the work completed rather than the *quantity*.

The times provided below are a weekly average and the amount set may vary from week to week

Please note that the following is a weekly average and the time will vary from week to week					
	Subject	Y7	Y8	Y9	Frequency set
KEY STAGE 3	English	2x 30 mins	2x 30 mins	2x 45 mins	Weekly
	Maths	2x 30 mins	2x 30 mins	2x 45 mins	Weekly
	Science	1x 45 mins	1x 45 mins	1x 45 mins	Weekly
	Geography	1x 30 mins	1x 30 mins	1x 45 mins	Fortnightly
	History	1x 30 mins	1x 30 mins	1x 45 mins	Fortnightly
	R.S.	1x 15 mins	1x 15 mins	1x 20 mins	Fortnightly
	French	1x 45 mins	1x 45 mins	1x 45 mins	Weekly
	Second Language	N/A	1x 45 mins	1x 45 mins	Weekly
	Art	1x 30 mins	1x 30 mins	1x 30 mins	Half termly
	Technology	1x 30 mins	1x 30 mins	1x 30 mins	Half termly
	ICT	1 x 15 mins	1 x 30 mins	1 x 30 mins	Half termly
	Performing Arts	1 x 30 mins	1 x 30 mins	1 x 30 mins	Half termly
	<p>As a rule, homework will not be set in PE unless revision is required before the assessment period, or if there is a project which requires additional work outside of class. Teachers may request however that students complete some pre-reading from the knowledge organisers which will be uploaded to 'class charts' – for example, on the rules of a new sport such as Hockey or Badminton. Students will be provided with specific details, via 'Class Charts' if homework is set in this way. Performing Arts incorporates Music, Drama and Dance and will be based on a project based on the class curriculum, similarly for all work that is set with a half termly frequency.</p> <p>In addition to the work set in class all students in Key Stage 3 are expected to regularly revise from knowledge organisers, review their notes, and seek enrichment opportunities and challenges. They are also expected to read for pleasure regularly, the recommended frequency being for at least 20 minutes a night. In addition to benefits for mental health, wellbeing and sleep quality, students also benefit from enhanced fluency, a wider vocabulary and the wider general knowledge that arises from regular reading, thus supporting learning in all aspects of the curriculum. <b>Reading will be monitored by parents and not directly supervised by teachers.</b> Literacy will continue to be promoted throughout the curriculum, and effective reading and comprehension will be modelled by teachers in lessons.</p> <p>Students will be provided with details of stretch &amp; challenge (opportunities to "Take it Further" in homework tasks) and upcoming enrichment opportunities too. We would urge parents to encourage their child to complete these additional activities if homework is completed quickly or easily. There should never be an opportunity for a child to say that they have no homework, as our knowledge organisers can be used at any stage for consolidation and revision. Students who know this bedrock knowledge really well will be very well prepared for future study at KS3, 4 and beyond.</p>				
KEY STAGE 4	Please note that the following is a weekly average and the time will vary from week to week				
		Y10	Y11	Frequency	
	English	2 x 60 mins	2 x 60 mins	Weekly	
	Maths	2 x 50 mins	2 x 50 mins	Weekly	
	Science	3 x 45 mins	3 x 45 mins	Weekly	

	<p>Options subjects will have 60 minutes per week, per subject as appropriate and dependent upon revision, examination schedule and controlled assessments.</p> <p>In addition to the work set in class, all students in Key Stage 4 are expected to continue their reading for pleasure habits, as this has huge benefits for wellbeing and academic development. The minimum recommendation is 30 minutes a night; <b>this will be monitored by parents and not directly supervised by teachers.</b> Literacy will continue to be promoted throughout the curriculum, and effective reading and comprehension will be modelled by teachers in lessons.</p> <p>Students will be provided with details of stretch &amp; challenge (opportunities to “Take it Further” in homework tasks) and upcoming enrichment opportunities too. We would urge parents to encourage their child to complete these additional activities if homework is completed quickly or easily. There should never be an opportunity for a child to say that they have no homework, as early consolidation is the key to GCSE success. Students can boost their chances of success by reviewing notes, creating revision materials such as cue cards, mind maps and summary notes. There are also a range of online platforms students can access for interactive online learning. These will be recommended by subject areas according to exam board and syllabus.</p>
KEY STAGE 5	<p>Sixth Form Independent Study</p> <p>As a full time student at Lymm High Sixth Form, everyone will be expected to study outside of lessons. This additional study is essential if students are to achieve or exceed their target grade, and will help the preparation for university study.</p> <p>Homework will be varied in terms of tasks but it will always be relevant to students’ courses with vocational courses often constituting on-going work on students’ assignments. We recommend that <b>KS5 students studying level 3 courses should study for a minimum of eight hours per week</b> outside of lessons for each subject (including using independent study periods.) This should include additional note taking and reading over notes. <b>For a student studying three A levels, this equates to 36 hours per week of study (i.e. four hours of lessons and eight hours of independent study for each subject)</b></p> <p>During periods in which there are examinations or controlled assessments, homework will normally be to revise, with the major emphasis on completing past exam questions to fully prepare students for external examinations.</p> <p>Students are expected to work hard outside of lessons and we will work in partnership with our students and their parents to ensure academic success. If students do not do this, we will take steps to support them. Should this be unsuccessful, we will ultimately reconsider the student’s place at the Sixth Form. This will involve progress reports being sent home on a half termly basis and parents will be contacted should any concerns arise.</p>

National Average

Year 7 & 8	45---90 minutes a day
Year 9	60---120 minutes a day
Year 10 & 11	90--- 150 minutes a day

**7. *'My child doesn't tell me about homework. What can I do?'***

Log in to [Class Charts](#) to track and monitor the homework set, and read any announcements from class teachers, heads of department or senior leaders. Ask your child open questions about today's learning at school.

**8. *'My child's homework is set irregularly and/or then it doesn't always get marked.'***

While homework is not always 'marked', class teachers think carefully about the sequence of homework within the wider curriculum and will have procedures in place to check, validate and reward students' work. This may include: a test on revised materials such as a section of the knowledge organiser, a discussion of work or research as part of the lesson starter, self-marking of short answers as directed by the teacher, peer assessment against criteria or live marking under the visualiser camera. Students may also share a short snippet of homework during 'register feedback' for teachers to respond and comment on.

The first thing to do if you are unsure about homework setting or marking would be to talk to your child and make sure of the facts. If there is an issue, tell us via the class teacher in the first instance. If you do not feel you get a suitable response, please refer on to the Head of Subject or Faculty

**9. *'All my child seems to do is finish off work done in class'***

It is important from time to time to finish off classwork. However, homework should take many forms. If you aren't sure – ask or send in a query.

**10. *'My child spends more time than is necessary on their homework.'***

Students work at different speeds. However, if they are spending inordinate amounts of time on tasks make a note in their books – or simply write = '(Name) has spent 30 minutes on this task'. The teacher will then take charge of the situation.

**11. *'My child find the homework too easy and/or finishes it too quickly.'***

As previously stated students work at different speeds, however, should your child be finding the work too easy or completing quickly, they can always do the extension activities ("Take it further" tasks) that are suggested. It is also worthwhile checking the quality of the work that is completed as well. Should the work remain unchallenging please inform the class teacher in the first instance.

**Finally.....**

Homework is used to support classwork. It is an attempt to help young people become independent learners and more importantly form a base of good practice which can be built on in future years. Lymm High School regards homework as an integral part of the learning process.

We hope you've found this guide useful. If you would like to make any suggestions for improvement please contact Miss Mulholland, Assistant Headteacher

