

Exam Success Evening

Homework and how students learn

Ms Detterick

Why is this important?

Homework is set for students in order to:

- Consolidate what they have learned in lesson
- Prepare for an upcoming lesson
- Practice what they have learned in lesson
- Revise what has been learned
- Finish work from a lesson
- Extend their knowledge about a topic

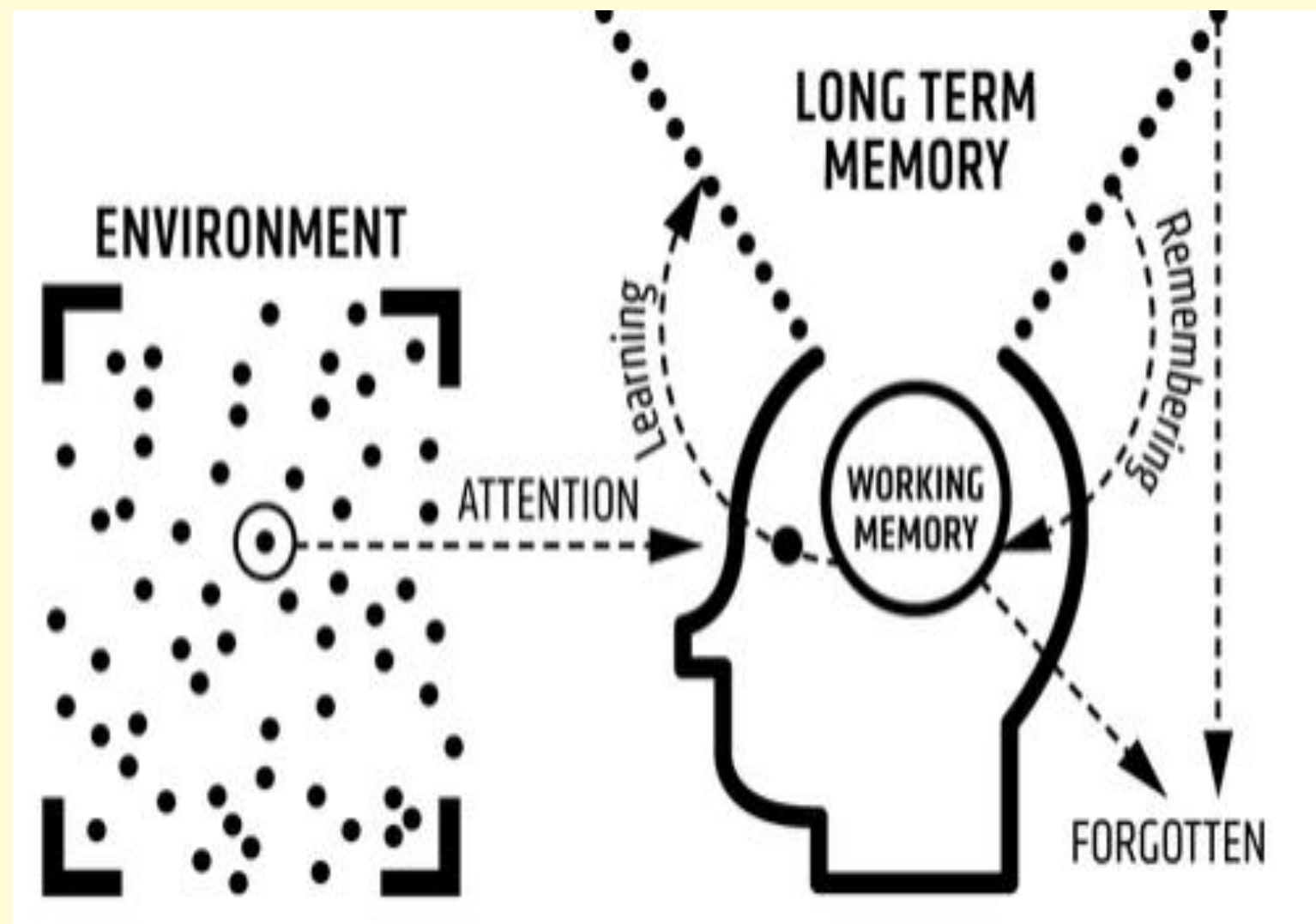
5 Steps to success

Key things you need to know to be successful in completing homework

1. How students learn and QE expectations
2. [Knowledge Organiser homework](#)
3. [Cornell Notes](#)
4. [Revision Clocks](#)
5. Flashcards

Step 1

How students learn



How parents can help

- Revision timetables
- Space for completing homework
- Removing temptations (phones)
- Discussion - what are you revising?
- Discussion - what are you learning?

Subject homework

Along with being told in lesson, all homework tasks will be set on google classroom and include:

- Details of the task
- Purpose of the task
- Suggested time length
- Method of assessment
- When the task is due

Types of tasks:

- * Comprehension questions
- * Practice questions
- * Seneca
- * Essays
-and more!

Examples:

- * Preparation
- * Practice
- * Revision
- * Finishing work

Subject Homework

Up to 60 minutes per
night

Each subject will set homework at least once but *no more than twice* a fortnight.

Classroom teachers will identify the lessons in which they are setting and collecting homework.

Students are expected to check google classroom for homework.

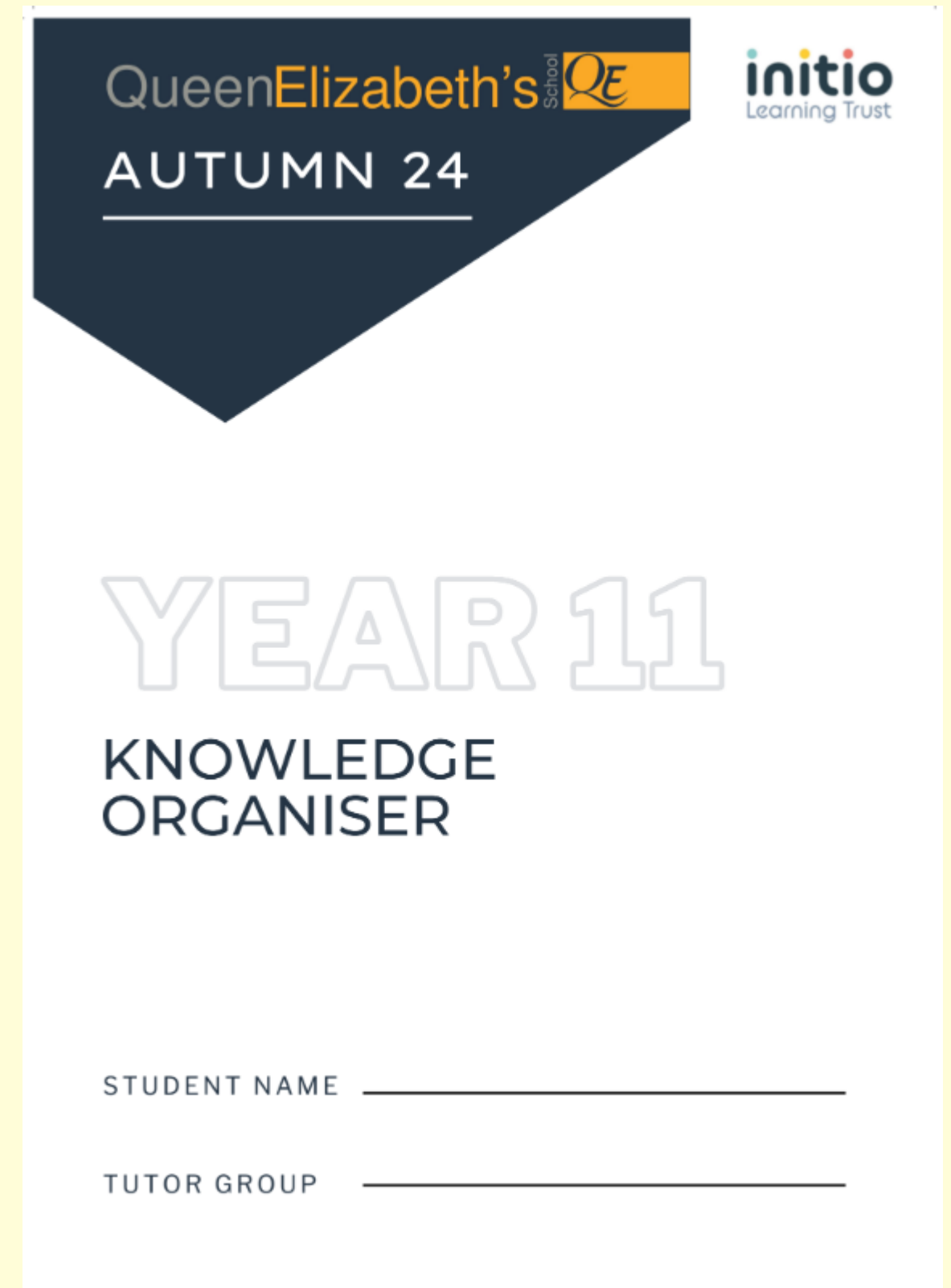
Any tasks that are estimated to require *more than 15 minutes* to complete will be set with a minimum of 48 hours notice.

In most cases, students will be given 5 - 7 days to complete tasks.

Step 2

Knowledge Organisers

The Knowledge Organiser contains the most important knowledge for each subject that your child needs to learn.



INSTRUCTIONS

What homework do I have as a Year 11 student?

You can then **choose to continue to look-cover-write-check for the remainder of the page or complete one (or more) of the following revision tasks¹:**

- * Mind maps
- * Flow Charts
- * Mnemonics
- * Revision Clock
- * Create quiz questions and answers.
- * Draw a half-page poster.
- * Write a paragraph explanation.
- * Write a poem or song lyrics.
- * Draw a google doodle and annotate your sketch with an explanation.
- * Write a script for a 30 second news bulletin for a childrens' news programme.

Your subject teacher and your tutor.

How should I use my Knowledge Organiser to help me learn?

You are expected to complete **one A4 side** of paper each day.

Step 3

Cornell Notes

These help students structure their note taking while watching a video or listening to a class lecture.

Year 11 students could create Cornell notes based on their knowledge organisers.

Topic:	
Date:	
Main Ideas: Noted either during class/lecture/reading/video or shortly afterwards. These are to help you clarify your understanding and to note points to follow-up later. You could include your questions (to follow up at a later point) and/or any connections you've made to other topics	Notes: Taken during class/lecture and/or when reading materials. These are to help you develop your understanding and to refer to later for revision. You may find it helpful to use bullet points and/or abbreviated notes. You may want to include any diagrams and/or mind maps. Leave plenty of space between your notes to make it easier to find information later.
Summary: Written after the class/lecture/reading/video. A brief summary will help you to identify the main points you have made in your notes	

Step 4

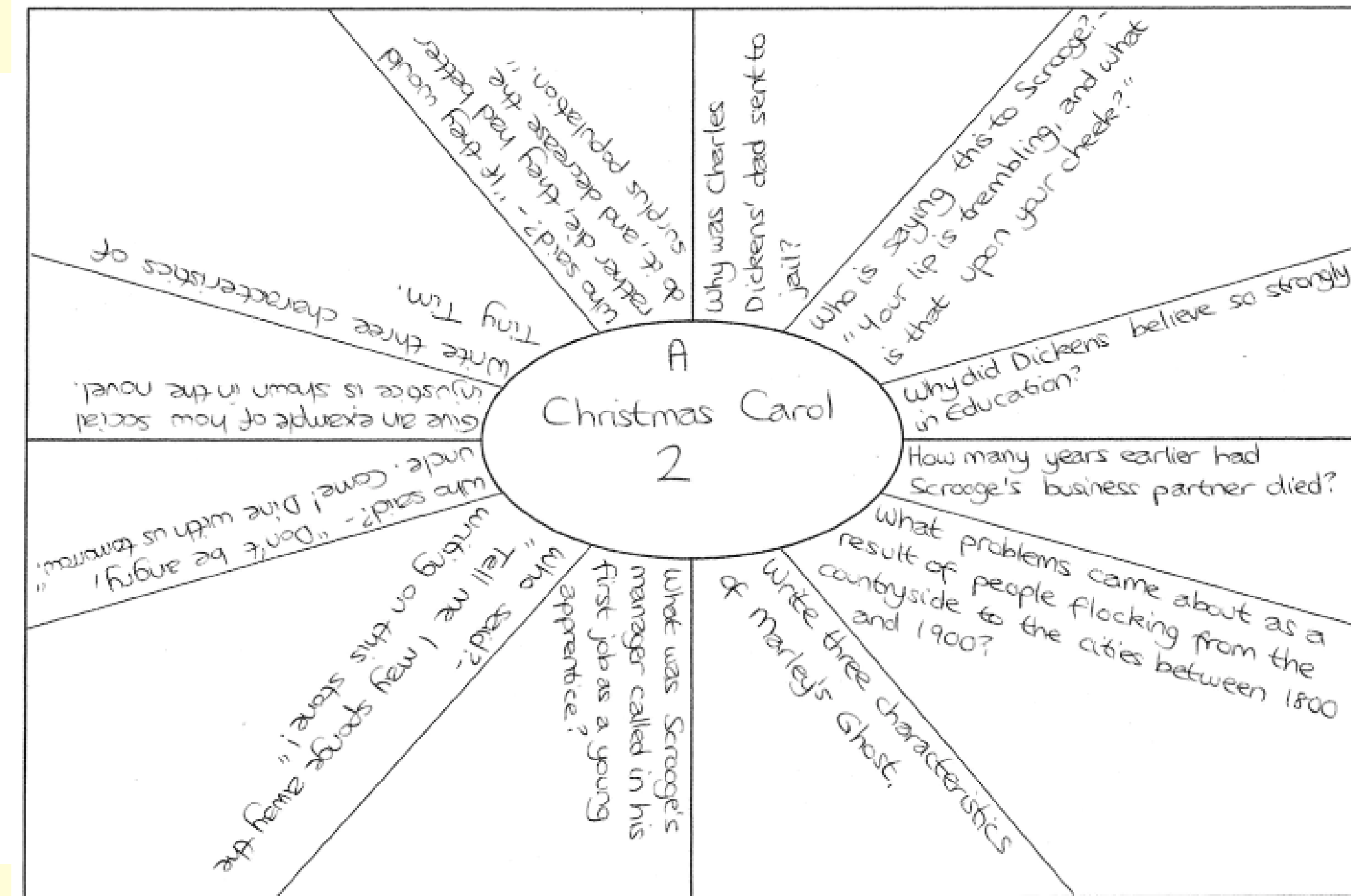
Revision Clocks

How it works

The Revision Clock is a helpful way to condense down your notes, interleave your topics, and break your revision into manageable chunks.

1. Divide a page (A4 or A3, no bigger) into 12 segments like numbers on a clock face.
2. Organise your revision notes into 11 topics and condense the notes from each topic into one of the segments on the page.
3. Label the final section "break".
4. Next time you revise, set a recurring timer for 5 minutes. Spend only 5 minutes on the information in each segment before moving to the next when the timer goes off.
5. When you have completed all segments, take a 5 minute break!

Year 11 students could create revision clocks based on their knowledge organisers.



Step 5

Flashcards

Year 11 students could create flash cards based on their knowledge organisers.

1. Limit information on the cards

To make the most effective flashcards, you want short 'flashes' of information. Spread out the content of large topics onto many flashcards.

1. Phrase flashcards as questions

So for example, instead of writing 'The stages of mitosis' on your flashcard, you'd write 'What are the stages of mitosis?'.

Phrasing your flashcards as questions means that your mind works harder to get the answer. It eliminates the chance that your brain is just associating recognition with actual knowledge.

How are you going to implement
this learning?