

UTC Leeds Homework Structure – Key Stage 4 2019-2020

Purpose:

Homework will be used to support revision and retention, focusing on memory for learning for a knowledge based curriculum, as well as honing exam technique through exam practice. These tasks will complement and extend the learning outside of the UTC teaching hours.

What homework looks like:

Students in years 10 and 11 will be set approx. three homework tasks per half term, per subject (equating to once a fortnight per subject/three pieces of homework a week). Homework must be set with a reasonable expectation on deadlines for submission, usually a week from when it was set. Homework club will be available for 90 minutes after school on a Tuesday and a Thursday in F10, staffed by support staff, where students may wish to complete their homework. Homework will be in three formats – knowledge organisers (for retention of learning), extension tasks (for revision of learning) and exam questions (for practice of learning). Namely:

Homework task	What the students do	How this supports learning	How long it takes the student	How parents/carers can support their child	Effect on teacher workload
Knowledge organisers (see appendix 1)	The students are supplied with a knowledge organiser for each unit from the class teacher. For this homework, the students are expected to learn a small section of the knowledge organiser for a low stakes knowledge test (conducted as a starter in class) on the homework submission date	Students are frequently memorising and revisiting key knowledge and concepts throughout the school year and storing knowledge in their long term memory for linear exams	Up to one hour initially, with 5 minutes each revision thereafter to revisit and test before the homework submission date	Small frequent tests of the knowledge memorised	No effect on marking – students self-mark the knowledge tests in the lesson

Homework task	What the students do	How this supports learning	How long it takes the student	How parents can support their child	Effect on teacher workload
Extension Tasks	The students complete a revision exercise as directed by the teacher. Where possible, this will be on Seneca. For example, this might be a retrieval practice task, a dual coding activity or a concept map.	Students are connecting their learning to new formats. These tasks also consolidate prior learning.	Up to one hour, dependent on the task	Monitor completion	The completion of these tasks is a verbal acknowledgment/feedback by the teacher within submission lesson but not marking. Seneca will mark students' answers for the teacher.
Exam questions	The students are given an exam question that reflects the work they have been completing, either recently or as prior learning, to complete in timed conditions	Students put into practice their learning of both the topic area and how to answer the exam question to achieve highly	5 minutes to 45 minutes (timed), dependent on the question set	Time them whilst they complete the task	These need to be marked according to the exam board criteria and given feedback. Lesson time will be needed for red pen activities to act upon feedback

Half term 1 homework schedule:

HALF TERM 1	ENGLISH	MATHS	SCIENCE	GEOGRAPHY (yr 11)	ENGINEERING	OPTION SUBJECT
Week 1 – 2/9						
Week 2 – 9/9	Knowledge organiser		Exam question		Extension task	
Week 3 – 16/9		Knowledge organiser		Exam question		Extension task
Week 4 – 23/9	Extension task		Knowledge organiser		Exam question	
Week 5 – 30/9		Extension task		Knowledge organiser		Exam question
Week 6 – 7/10	Exam question		Extension task		Knowledge organiser	
Week 7 – 14/10		Exam question		Extension task		Knowledge organiser
Week 8 – 21/10	Knowledge organiser		Exam question		Extension task	

Teaching staff to set and monitor completion. Students to record homework in planners. Subject leaders to monitor team are setting homework to the above schedule.

Sanctions for missed deadlines:

Submission deadline not met – C2. Record in planner and on SIMs and set a 10 minute DT. Students record in planner submission catch up date.

Submission catch up deadline not met – C3. Record in planner and on SIMs and set a 30 minute Friday DT. Inform parents.

Appendix 1 - Example knowledge organiser:

Dr Jekyll and Mr Hyde – Knowledge Organiser

Plot summary:			
<ol style="list-style-type: none"> The Story of the Door: Passing a strange-looking door whilst out for a walk, Enfield tells Utterson about incident involving a man (Hyde) trampling on a young girl. The man paid the girl compensation. Enfield says the man had a key to the door (which leads to Dr. Jekyll's laboratory) Search for Hyde: Utterson looks at Dr. Jekyll's will and discovers that he has left his possessions to Mr. Hyde in the event of his disappearance. Utterson watches the door and sees Hyde unlock it, then goes to warn Jekyll. Jekyll isn't in, but Poole tells him that the servants have been told to obey Hyde. Dr. Jekyll was Quite at Ease: Two weeks later, Utterson goes to a dinner party at Jekyll's house and tells him about his concerns. Jekyll laughs off his worries. The Carew Murder Case: Nearly a year later, an elderly gentleman is murdered in the street by Hyde. A letter to Utterson is found on the body. Utterson recognises the murder weapon has a broken walking cane of Jekyll's. He takes the police to Jekyll's house to find Hyde, but are told he hasn't been there for two months. They find the other half of the cane and signs of a quick exit. Incident of the Letter: Utterson goes to Jekyll's house and finds him 'looking deadly sick'. He asks about Hyde but Jekyll shows him a letter that says he won't be back. Utterson believes the letter has been forged by Jekyll to cover for Hyde. Remarkable Incident of Dr. Lanyon: Hyde has disappeared and Jekyll seems happier and more sociable until a sudden depression strikes him. Utterson visits Dr. Lanyon on his death-bed, who hints that Jekyll is the cause of his illness. Utterson writes to Jekyll and receives a reply that suggests he is has fallen 'under a dark influence'. Lanyon dies and leaves a note for Utterson to open after the death or disappearance of Jekyll. Utterson tries to revisit Jekyll but is told by Poole that he is living in isolation. Incident at the Window: Utterson and Enfield are out for walk and pass Jekyll's window, where they see him confined like a prisoner. Utterson calls out and Jekyll's face has a look of 'abject terror and despair'. Shocked, Utterson and Enfield leave. The Last Night: Poole visits Utterson and asks him to come to Jekyll's house. The door to the laboratory is locked and the voice inside sounds like Hyde. Poole says that the voice has been asking for days for a chemical to be brought, but has rejected it each time as it is not pure. They break down the door and find a twitching body with a vial in its hands. There is also a will which leaves everything to Utterson and a package containing Jekyll's confession and a letter asking Utterson to read Lanyon's letter. Dr Lanyon's Narrative: The contents of Lanyon's letter tells of how he received a letter from Jekyll asking him to collect chemicals, a vial and notebook from Jekyll's laboratory and give it to a man who would call at midnight. A grotesque man arrives and drinks the potion which transforms him into Jekyll, causing Lanyon to fall ill. Henry Jekyll's Full Statement of the Case: Jekyll tells the story of how he turned into Hyde. It began as a scientific investigation into the duality of human nature and an attempt to destroy his 'darker self'. Eventually he became addicted to being Hyde, who increasingly took over and destroyed him. 			
Key characters	Key themes	Context and literary tradition	Stylistic features & relevant terms
Dr Henry Jekyll	-Duality	Duality – lots of contrasts in terms of setting, character and themes including: reality vs appearance, Jekyll and Hyde, light and dark,	-Imagery
Mr Edward Hyde	-Science and the unexplained	Victorian values – from the 1850s to the turn of the century, British society outwardly displayed values of sexual restraint, low tolerance of crime, religious morality and a strict social code of conduct. Utterson is our stereotypical Victorian male.	-Simile
Gabriel Utterson	-The supernatural	The implications of Darwinism and evolution haunted Victorian society. The idea that humans evolved from apes and amphibians led to worries about our lineage and about humanity's reversion to these primitive states.	-Sensory
Dr Hastie Lanyon	-Reputation	Gothic genre – the key features of the gothic genre are shown through the: setting e.g. the alleyway, character e.g. the antagonist of Hyde, the plot e.g. the vicious murder of Carew.	-Metaphor
Richard Enfield	-Rationality	Victorian London – the population of 1 million in 1800 to 6.7 million in 1900, with a huge numbers migrating from Europe. It became the biggest city in the world and a global capital for politics, finance and trade. The city grew wealthy.	-Pathetic fallacy
Poole	-Urban terror	Urban terror – as London grew wealthy, poverty in the city also grew. The overcrowded city became rife with crime. Gothic and detective literature became more relevant.	-Alliteration
Sir Danvers Carew	-Secrecy and silence	Robert Louis Stevenson was born and raised in Edinburgh, giving him the dual identity of being both Scottish and British. Edinburgh was a city of two sides - he was raised in the wealthy New Town area, but spent his youth exploring the darker, more sinister side of town.	-Antithesis
Mr Guest	-Gothic	Religion vs Science. Religious people believed that you should not go against God and what he created but then scientists such as Dr Jekyll manipulated DNA.	-Oxymoron

A knowledge organiser fits all of the most key information for one unit onto two sides of A4, split into sections.