

Key Stage 3 Home Learning Experiences at Vyners School

Subjects set Home Learning in their own specialist areas to enable students to make the best possible progress. Consequently, Home Learning will appear at different points in the scheme of learning/ curriculum, depending on when and how often subjects are taught. This document sets out what typical Home Learning experiences might be for students in Year 7, Year 8 and Year 9. Every fortnight will be different and this is a guide as to what students might expect to be set. Broadly, if Home Learning activities are set, they should be:

- Well chosen, purposeful tasks that contribute to learning
- Tasks that take up to and no longer than 30 minutes to complete
- The shared responsibility of teachers, students and parents/carers
- Set with a duration of at least one week to complete
- Set for completion in term time only
- Set as an 'Assignment' on Google Classroom with a deadline specifying:
 - 1) The task outline, with supporting documents attached, so that all students can access the learning
 - 2) The agreed submission date and how it will be acknowledged or marked

Subject	Description of a typical Key Stage 3 Home Learning task
Art & Photography	<p>Home Learning in Art & Photography supports and enriches the topics studied in class and can take various forms such as:</p> <ul style="list-style-type: none"> ● Research Task (Students are asked to obtain secondary research on an artist, technique, or topic. They are then asked to cogitate on that data and present their own thoughts and observations in their workbooks, linking it to their work.) ● Reading Task (Students are asked to read about an artist, topic, or technique and link it to their work in their sketchbooks) ● Practice Task (Art is experientially based thus students are asked to practise a technique that has been demonstrated in class) ● Agency Task (Students are asked to make artistic decisions in decorating their book, specifically title pages.) ● Skills Task (Students are asked to find a new artistic technique to them and explain, illustrate, and demonstrate that skill in their workbooks.)
Computer Science/ICT	<p>Home Learning in Computer Science & ICT is usually a flipped learning task or continuation of class learning to stretch and challenge. It provides an opportunity for students to consolidate and reinforce the concepts learned in class. Whether it's practising coding skills, understanding algorithms, or reviewing theoretical knowledge like data representation. Home Learning allows students to apply what they've learned independently, reinforcing their understanding and retention of core concepts.</p> <p>A typical Home Learning task would be:</p> <ul style="list-style-type: none"> ● Research a new or emerging technology (e.g., AI, blockchain) and write a report on its potential benefits and risks ● Practical - code implementation with screenshots as evidence ● A worksheet to retrieve previous knowledge.
Design & Technology (DT)	<p>Home Learning in Design & Technology takes several forms:</p> <ul style="list-style-type: none"> ● Continuation and the progress of a project - Project specific, for example, investigating similar products and or sourcing materials and ingredients ● Lesson ready tasks are set to prepare students for forthcoming lessons - i.e. videos of demonstrations of key skills and knowledge etc. ● To revisit and embed topics - directed reading around the topics or to address any misconceptions ● Extend and challenge concepts - 'Find out more tasks' (flipped learning) ● Lesson ready tasks also include supervised time spent in the workshops.
Drama	<p>In Drama, students are typically asked to complete one of the following tasks for Home</p>

	<p>Learning: learn lines, recall and revise key word knowledge, bring in props and/or costumes to support their in class performances. On occasion they may be asked to video their own work and upload it to Google Classroom for review by their teacher.</p>
English	<p>In English, each week students are expected to complete activities on <i>Bedrock Vocabulary and Grammar</i>, all of which are set on a Monday morning and due on a Sunday evening (when reports are generated overnight and sent to class teachers to allow us to monitor activity). <i>Bedrock</i> is a personalised online programme in which students encounter a range of fiction and nonfiction texts suitable for their current reading level and answer various questions to develop their comprehension, inference, vocabulary and grammar skills. Students can track their progress using a bar at the top of the application; once they hit the green smiley face they have completed adequate activities for the week. This should take around 30 minutes. Guardian access codes are given to students in Year 7 so that Parents/ Carers can make an account and also track progress.</p> <p>We also encourage students to do 30 minutes of reading each day; this not only benefits their skills in English but across the curriculum and is essential in developing effective skills and habits for further study. Reading Canons for each year group are posted on Google Classroom, all of which contain recommended reads to complement each subject across the curriculum. Students can make use of these to choose books which link to the subjects they particularly enjoy in order to maximise their reading for pleasure. These books can be borrowed from the Learning Resource Centre (LRC).</p> <p>Once a year, students also complete an Enrichment Project linked to one of the Schemes of Learning. Class teachers give students around a half term to prepare their project and they are then presented to their teacher and class.</p>
Geography	<p>A typical piece of Geography Home Learning will vary depending on the Key Stage and the content being studied. Home Learning will be set when most effective to support student studies within the classroom, to advance their understanding and learning. At Key Stage 3 Home Learning will consist of the following:</p> <ul style="list-style-type: none"> ● Low Stakes Quizzes ● Content Summary Posters ● Presentations ● Independent Research
History	<p>History Home Learning tasks will include:</p> <ul style="list-style-type: none"> ● Work to prepare for the next lesson (flipped learning) ● Continuing the study of a particular topic by deepening their understanding of a subject they are studying ● Broadening their knowledge of History by studying different people, places, themes, historians and chronological periods that are linked to the work they are studying.
Maths	<p>In Maths, students are typically set one piece of Home Learning on our online learning platform (<i>Sparx Maths</i>). Students are given a week to complete this Home Learning which should take an hour. The Home Learning provides students with the opportunity to consolidate prior learning.</p>
Modern Foreign Languages (MFL) French, German or Spanish	<p>For Home Learning In MFL students are typically set vocabulary learning and they are provided with lists or sentence builders to learn vocabulary independently. Online tools such as <i>Quizlet</i> are sometimes used to help support learners with independent practice. Vocabulary will then be tested in class. Occasionally Home Learning may include completing comprehension tasks, such as reading or listening, or will involve writing a short paragraph or preparing for a speaking/writing assessment.</p>
Music	<p>In Music, students are asked to complete one unit task per half term on Focus on Sound to support their learning within music for that half term. This Home Learning will be set by the department on Google Classroom at the beginning of each half term.</p>
Physical Education	<p>Key Stage 3 core PE does not involve any Home Learning. Content is delivered in class</p>

(PE)	<p>which encourages students to take part in physical activities outside of school.</p> <p>In Year 9 Enrichment PE/Sports Studies students are set one piece of Home Learning every other lesson. Home Learning is centered around retrieval practice or research in preparation for future topics studied in class.</p>
PSHE	<p>Students are not typically set Home Learning for PSHE. However, they are encouraged to reflect on the themes and topics they cover in lessons and tutorial time and consider how these will help them with their personal growth.</p>
RE/ Ethics	<p>RE Home Learning is set once a fortnight for students in Year 9. It usually is to summarise what has been taught in the lesson and recording notes on religious teachings. This also may include an assessment style question or preparing for one in advance.</p> <p>Ethics/RE Home Learning for students in Year 7 and Year 8 is usually set once a fortnight. It has a variety of forms and is embedded in the curriculum. Tasks will include:</p> <ul style="list-style-type: none"> ● Completing work started in the lesson to a greater depth. ● Researching something that may be taught next lesson. ● A task that summarises what has been taught in the lesson.
Science	<p>Year 7 and 8 have a Home Learning sheet per topic which consists of exam style questions. This is marked by staff. They will also have revision for end of topic tests using <i>Seneca</i>. These activities are marked automatically. They will have an additional reading Home Learning task every half term.</p> <p>In Year 9, students will have <i>Seneca</i> and a reading Home Learning as with Year 7 and 8. However they need to write up practical work in full too. These practicals have sections to complete such as a risk assessment and graph drawing. These are assessed by staff and students will receive a pink feedback sheet with areas to focus on next time.</p>