



ALL SAINTS'

CATHOLIC VOLUNTARY ACADEMY

Supporting Children with Homework & Revision



Opportunity . Achievement . Success



Advice for Parents



Homework and Revision

A useful place to start is the school homework policy, which can be found on the 'Homework and revision' section under the 'Curriculum' tab on the school website.



This policy outlines the purpose of homework, the different format of homework set, expectations linked to the completion and monitoring of homework and guidance on the amount of time students should be spending on homework. Some of the pertinent aspects of the policy are summarised below :-

Purpose of homework

According to the EEF (2023), homework is defined as:

- “Tasks given to pupils by their teachers to be completed outside of usual lessons”.
- Homework activities comprise of work completed at home, within our school library or at homework club. They are set by teachers to develop student independent learning and / or knowledge retrieval skills :-
- To encourage students to develop the skills, confidence and motivation to study effectively on their own;
- To consolidate and reinforce the skills and understanding developed at school;
- To extend school learning to engage and inspire students;
- To allow students to practise their study skills, including self-quizzing, in new contexts so they can retain knowledge and further their learning;
- To provide opportunities for personalised learning where the task given is specific to students' individual learning needs;
- To develop and sustain the involvement of parents in the management of students' learning, and keep them informed about the work students are doing;
- To help students manage demands of courses, e.g. coursework;
- To ensure students recognise the links between good study habits and higher standards of achievement.

Types of homework

The most frequent types of homework set include self-quizzing from All Saints' Absolutes (Knowledge organisers) and opportunities for students to practise skills and develop or apply knowledge independently. There are 'how to' video demonstrations on three self-quizzing techniques (Look-cover-say-write-check, brain dumps and flashcards) to support both students and parents on the school website (Scan the Qr code above).

Extended written responses (including essay or exam-style questions) would also be an appropriate means of homework to allow students to demonstrate their understanding.

On occasions, homework may also be provided in the following formats :-

- Reading
- Researching
- Independent response to verbal or written feedback
- Problem-solving activities
- Coursework or other relevant project-based work
- Revision based activities
- Completion of questions to test knowledge on online platforms such as Dr Frost (Maths).



Homework

Support your child with homework

Your child should have homework set by every subject each week and this should always be recorded in their organiser. To help your child stay on top of homework it is useful to check their organiser on a nightly basis to ensure that they are doing the homework that has been set.

Also it is helpful if you check over your child's work to ensure that an adequate amount of time and effort has gone into it. Often students rush through homework to spend more time on other pursuits so parents can play an important role in ensuring that independent work at home is done properly. If there appears to be little homework recorded in your child's organiser it may be that they are not writing their work down. It may be useful to contact school if you feel your child is not spending enough time on homework.



Self-Quizzing

The majority of homework set for students, will take the form of self-quizzing. Expectations for the format of self-quizzing homework is outlined below -:

Self-quizzing homework should take place in the back of student exercise books unless specifically instructed otherwise by a department.

Students should include the date, a clear title outlining the subject and the topic that they will be self-quizzing on.

Students should take at least 30 minutes on their self-quizzing homework for each subject.

Students should follow the format for self-quizzing homework modelled by the teacher. For independent revision, students can use the techniques that they feel most effective for them.

Students should write out the information on the relevant section of their absolute in black or blue pen.

Corrections and improvements should be written by the student in green pen.

The section where students write questions for themselves to test their knowledge, should be located below student notes on the absolutes.

It is recommended that students test themselves (or are tested by others e.g. parents) at least three times before the homework is due.

Students will be routinely tested on the content covered by self-quizzing homework, hence it is vital that self-quizzing homework is completed in a timely manner.



Homework Examples

ASA - Hydrological Cycle 1-10 Friday 8th July

Evolve Water travels through the hydrological cycle in flows like precipitation, evaporation and infiltration. Water is stored in vegetation, oceans and soil when precipitation falls, it may be intercepted by vegetation, flow down the trunk in stem flows then travel to the cover as surface runoff. Or, the rain may infiltrate into the soil and percolate in to rock, where it is stored if the rock is permeable. Through channel flow, surface run-off, through flow or groundwater flow the water will make its way to a lake or the ocean where evaporation occurs and the cycle repeats. People can impact this through urbanisation and deforestation.

summary Stores: lake, ocean, atmosphere. Flows: precip, infil, persc.

practice How can people impact the hydrological cycle?

Urbanisation creates more impermeable surfaces which decreases the infiltration and percolation rates. This then increases the volume of surface run-off, causing fluvial floods if drains cannot remove the water. Any movement overland or via drains is much quicker than throughflow and groundwater flow so fluvial floods also increase as lag time decreases.

astery Explain the impact of vegetation on the hydrological cycle. High vegetation cover, like forests, increases interception and slows down the hydrological cycle, reducing the risk of flooding. Vegetation will also use moisture, which has infiltrated into the soil, through photosynthesis and more water will be lost through evapotranspiration. Short grass cover or no vegetation therefore means that overland flow increases, lag time decreases and the river floods.

This piece of homework meets many of the criteria outlined on the previous page.

- Homework is dated.
- Homework is in the back of student exercise book.
- There is a clear title to make the focus of the homework is clear.
- There are clear headings to identify the different aspects of the homework.
- Key terminology and definitions are underlined.
- Student is making notes from their absolute and using green pen to make any alterations or improvements to notes during the self-quizzing process.
- The student applies their knowledge summarised in sections 1 and 2, to questions in sections 3 and 4.
- The questions may be set by the teacher or the student can set their own questions to test their knowledge is secure.

HUK Memo checking

1) Greenhouse effect is naturally occurring - energy bounces off however some is absorbed this causes the earth average temp to be 15°C - without the effect the earth would be too cold

2) temp has increased over the last 100 yrs - average temp in UK has risen by 1°C - Scientist have called the enhanced greenhouse effect - people argue that the earth heated due to concrete being dark

30% they it is radiated back at the sun

as it would be -18°C

Δ global temp has risen by 0.9°C

Δ gases that are released are: methane, CO₂ & NO₂

so in warmer countries houses are painted white

Questions

1) What would the earths temp be without greenhouse effect?

2) What has the global temp risen by?

1) The temp would be -18°C

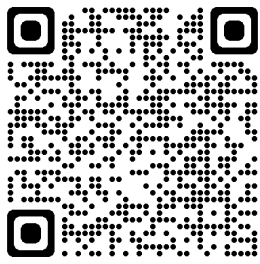
2) The temp has risen by 0.9°C

This example is an effective structure for self-quizzing homework as it includes -:

- A section for students to summarise the information from the All Saints' absolute (top-left).
- Students are not expected to copy information from the absolutes but to read them and try to write the information they can remember.
- The student in the top-right section has covered their notes in the top-left section and compared back to the information on the absolute. Any corrections to mistakes or misconceptions have been made in green pen.
- The notes are followed by quiz questions and answers in the bottom two sections, so the students can be tested by themselves or others on the security of their knowledge.







All Saints' Absolutes (ASA's) specify the core knowledge needed for students to be able to grasp the key



elements of a unit within a subject. The ASA's for each subject can be found on the school website using the QR.

ASA's are often structured with key information and questions for students to attempt to test their knowledge.

Geography – Trade, Aid and Development			
Mali – LIC case study of trade and globalisation	Vietnam – NIC case study of trade and globalisation	UK – HIC case study of trade and globalisation	UNICEF and Water Aid – Short and long-term aid
<p>33. Mali is a country in the Sahel region of North Africa lying on the Southern edge of the Sahara Desert.</p> <p>34. Mali is one of the poorest countries in the world and relies on the export of primary products such as cotton.</p> <p>35. Workers in the cotton industry earn the equivalent of \$3 per week in Mali and often lack the money to afford food, schooling for their children and medical care.</p> <p>36. Mali suffers from civil war and desertification. The government finds it hard to improve public services due to a lack of export earnings and low rates of taxation.</p> 	<p>46. Vietnam is an NIC in East Asia, located to the South of China and on the South China Sea coast.</p> <p>47. The government in Vietnam actively encourages investment from MNC's as it wants to generate employment, export earnings and taxation to help the country develop.</p> <p>48. MNC's such as Nike and Ford have located production factories in cities like Hanoi, leading to rural-urban migration as people seek to improve their standard of living.</p> <p>49. Vietnam's economy has shifted to a manufacturing focus since the 1990's.</p> 	<p>53. The UK suffered from deindustrialisation in the late 1970's and 1980's as a result of coal mines and steel works closing.</p> <p>54. The global shift of manufacturing, from HIC's to NIC's such as China and India, has been driven by lower labour and energy costs.</p> <p>55. Deindustrialisation has led to a negative multiplier effect in industrial heartlands such as Sheffield and Middlesbrough, with unemployment and deprivation rising.</p> <p>56. Tata is an Indian MNC that bought the Port Talbot steelworks to save it from closure.</p> 	<p>63. Aid is given by donor countries to help improve conditions in recipient countries.</p> <p>64. Short-term aid is normally given after emergency situations (e.g. war or natural disasters) to improve living conditions in the immediate future. NGO's like Oxfam and CAFOD may provide water, tents, medicines etc.</p> <p>65. Long-term aid is seen as more sustainable and focuses on longer-term projects to help a country, such as school building, health centres or provision of technology and expertise to help economic growth.</p> <p>66. Aid is often criticised as it is not always the country most deserving who receives aid (aid is often given to countries who are allied of the donor) and it can create a sense of dependence if countries regularly receive aid.</p> 
<p>37. Many countries around the world grow cotton, meaning that the price of cotton falls due to it being readily available.</p> <p>38. Countries like the USA have been criticised for paying their cotton farmers subsidies to allow them to sell their cotton at an artificially low price that Malian farmers cannot compete with.</p> <p>39. The EU also makes it difficult for cotton farmers in Mali to sell their cotton as they place tariffs (taxes) on Malian cotton imports to make them more expensive</p> <p>40. Quotas are also limiting the cotton Mali can export.</p> 	<p>50. MNC's such as Nike have had many positive impacts on Vietnam such as the provision of jobs, corporation tax and export earnings giving money to the government and the training of workers to allow them to set up their own companies and inspiration for people to attain higher levels of education to access MNC jobs.</p> <p>51. However, the MNC's have been criticised for exploiting local workers by paying low wages, ignoring environmental legislation, repatriating profits and paying corporation tax to source country HIC's (to the detriment of NIC governments) and relocating their factories when cheaper locations are found, resulting in unemployment.</p> 	<p>57. Tata invested in the Port Talbot steelworks because the workers were skilled in making steel, the EU location meant that steel could be exported without paying tariffs and because Tata could use the steel in its other UK companies including Jaguar Land Rover.</p> <p>58. Tata's investment was positive for the UK because it safeguarded jobs and slowed down the negative multiplier effect in Port Talbot. The jobs saved and corporation tax paid also contributed to the UK economy.</p> <p>59. Tata is threatening to close down its operations at Port Talbot because it cannot compete with cheap imports of steel from China. This led to protests from local workers, who fear further job losses.</p> <p>60. The UK government has refused to put tariffs on Chinese steel imports to protect trade links with China.</p>	<p>67. UNICEF is the United Nations Children's Fund and is an NGO that aims to improve the life chances of young people globally.</p> <p>68. In Mali, UNICEF played a key role in providing short-term aid after the 2012 Sahel drought.</p> <p>69. UNICEF provided plumpy nut sachets to provide nutrition to babies, water purification kits to reduce the prevalence of diseases such as cholera and diarrhoea and enough medicines for 40,000 people.</p> <p>70. UNICEF's work had many positive impacts including allowing a healthier population to work and go to school and contributing to political stability by stopping people from being hungry and unable to support their family. The success of the project saved lives of children in Mali.</p> 
<p>41. The FairTrade Foundation is an NGO (non-governmental organisation) that campaigns to give growers of cotton a fair price for the produce they grow.</p> <p>42. FairTrade cotton is becoming increasingly important with more cotton farmers in Mali working with the organisation.</p> <p>43. FairTrade gives cotton farmers a guaranteed price for the cotton they grow, so they are safe from price fluctuations and can plan for the future.</p> <p>44. A social premium is also provided from the profits from FairTrade cotton. This is to be spent on local community projects such as schools or wells.</p> <p>45. The success of FairTrade cotton will depend on the level of financial support given to cotton producers in HIC's and imports of cheap cotton from NIC's like China.</p>	<p>52. Vietnam has been affected by globalisation in a number of ways :-</p> <p>Economically – The influx of MNC's such as Nike, Ford and Samsung has led to an increase in export earnings for Vietnam and encouraging the growth of domestic companies such as Appota (app designer).</p> <p>Social – HDI scores have improved in Vietnam in recent years as the government has been able to increase spending on health and education due to revenue gained from the profits and corporation tax of MNC's.</p> <p>Cultural – Migrants from the Vietnamese diaspora in countries like the USA are now returning to a more prosperous Vietnam, fuelling the spread of Western culture and the growth of MNC's such as McDonald's and Starbucks in Vietnam.</p>	<p>61. The UK has gained from the process of globalisation in various ways including :-</p> <ul style="list-style-type: none"> The reduction in prices of consumer goods made in NIC's. The development of a multicultural society, driven by migrants who come to work in the UK economy. Increased levels of taxation to fund public services from migrant workers. Skills shortages addressed in health and financial services. <p>62. However, some negative impacts such as deindustrialisation and pressure on public services and housing caused by a rise in migration are linked to globalisation.</p> 	<p>71. Water Aid is an NGO that aims to provide clean water and sanitation to those who are in need.</p> <p>72. In Mali, Water Aid has focused its long-term aid in three areas :-</p> <p>Rope pumps – Providing mechanisms to access clean water sources below the ground.</p> <p>Self-composting toilets – Toilets where ash is used to help turn human waste into compost that can be used as fertiliser to support farming communities.</p> <p>Hygiene education – Charity workers visit schools and villages to educate people about the importance of hand washing and good hygiene.</p> <p>73. These projects lead to a reduction in diseases such as cholera and help people access work / school more often.</p>
Trade, Aid and Development Practice Questions			
<p>1. Explain how the Fair Trade Foundation help cotton growers in Mali.</p> <p>2. What is the social premium and give examples of how it could be used.</p> <p>3. Give 3 ways in which MNC investment can benefit host countries.</p> <p>4. Explain why MNC's such as Nike have been criticised for their actions in countries like Vietnam.</p> <p>5. How has Vietnam been affected by globalisation.? Give three examples.</p>	<p>6. Explain the concepts of positive and negative multiplier effects.</p> <p>7. Why did Tata choose the UK as its location to expand their steel production?</p> <p>8. What are the main advantages that globalisation has had for the UK?</p> <p>9. What is short-term aid? Give an example of a short-term aid project that has had a positive impact on a named LIC.</p> <p>10. Explain three ways in which Water Aid have had a positive impact on Mali.</p>		

Students will usually be asked to self-quiz on specific sections of an ASA for homework and / or attempt practice questions linked to the appropriate absolute.

ASA's are given to students each term and they should be brought into every lesson and be placed on student desks. Students should keep their ASA's in their learning packs, along with their mini whiteboards and student organiser. Students should always keep their ASA's from previous terms and academic years in a safe place as they will prove vital in supporting revision. As the GCSE journey takes 3 years, the ASA's built up over time will act as a summary of revision notes built in chronological order, following the delivery of each unit within a subject. Should students lose their ASA pack, they will need to get a replacement from their Year Progress Leader.



Revision

The 'homework and revision' section of the school website (scan the QR code) contains three video clips showing Mr Hutchinson modelling different revision techniques. These should provide a useful 'how to' guide for students and parents on some of the key revision approaches. The recommended revision guides for Year 11 (and any GCSE student from Year 9 upwards) can also be found in this section. Revision guides contain excellent summaries of subject content reflected in exam board specifications. They also include exam style questions to allow students to test themselves on the revision they have completed.



Furthermore, within this section, there is a PowerPoint presentation with voiceover which provides students and parents with useful advice about revision, preparation for exams and tips for keeping healthy during the stressful exam period. It would be useful for parents to access this video and listen to the advice the school is giving to students about how to prepare for their exams and the section below outlines some means that parents can use to support their child with homework and revision.

The role of parents

Parents have a fundamental role in supporting their child with homework and revision and this can be achieved in a number of ways including -:

- Provide an appropriate place for a child to complete homework. This needs to be away from any distractions.
- Make it clear to children that they value homework and support the school in showing how it can help them make progress.
- Give their child praise for the completion of homework at a high standard.
- Ensure that their child is spending an appropriate amount of time completing homework
- Check their child's organiser to ensure that homework is being recorded and to access any messages given from teachers or form tutors.
- Liaise with the form tutor of their child, should there be any questions about homework or revision activities set. This could take place by telephoning the school, writing a message in your child's organiser or emailing the teacher or Curriculum Leader for the subject (if the question is curriculum related).
- Support the school when sanctions are provided to students who have not completed homework to the standard set or handed homework in late, as outlined in the school behaviour policy.
- Be a 'study buddy' and test your child on the self-quizzing questions they have created.
- Use some of the expectations outlined in this document to check your child's homework and ensure that the presentation, structure and depth of their homework or revision notes are appropriate.





How you can help us support your child

Help organise and monitor revision

Revision for exams should be started as soon as possible as there will be many subjects to revise all at once by the time your child reaches the end of Year 11. By helping your child create a revision timetable, which allocates time for revision for each subject they study on a weekly basis, you are giving them the best chance to learn the skills and content they need to be successful in their exams.

This timetable should be created at least 2 months before the exam period and preferably earlier. It is important that your child sticks to the timetable set but also that they have enough time to enjoy any outside interests as a work-life balance is essential for students in such a stressful period.



Be aware of what your child has to do in examinations

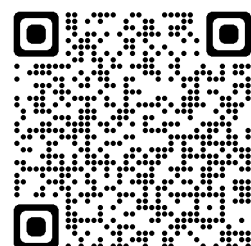
A range of key information can be found through the school website to help you understand the type of exams your child will be sitting, the dates of the exams and the information they will have to revise. This can be found in the following places:

- Examination dates – school website
- Past exam papers and mark schemes – school VLE (school log in needed) in individual subject areas
- Exam specification and syllabus – school VLE in individual subject areas

It is recommended that you familiarise yourself with the dates of each exam your child has and the way they will be assessed to help your child in the creation of a revision timetable.

The following link can help you create an exam timetable with your child

<https://getrevising.co.uk/planner>





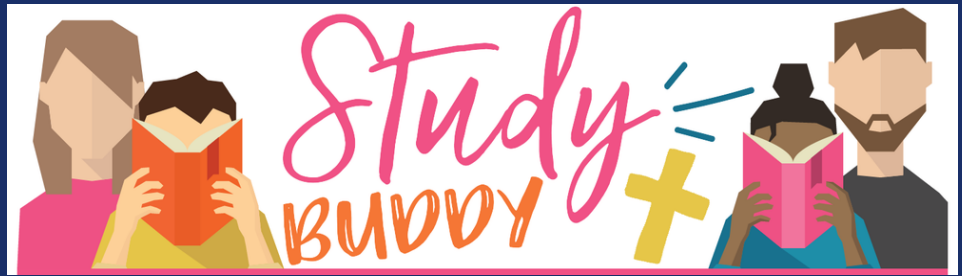
How you can help us support your child

Be a study buddy

Try to support your child's revision in any way you can. Some recommended ways include buying recommended revision guides for each subject

(your child can find the names of these from the VLE or from their class teacher), helping your child produce revision notes such as mind maps and flash cards and by testing your child on the revision notes they have produced. Also by monitoring your child's revision timetable and ensuring that they are having the right balance between work and rest you are having a positive influence on your child's preparation for exams.

Finally, encourage your child to make use of the various after-school homework and revision clubs that are provided. The days when these sessions are run can be found on the school website or alternatively ask your child's class teacher when these sessions take place.



On Exam Day

You can do a lot to help your child prepare for exam days:

- Make sure the alarm is set so they're not rushing and have time to eat breakfast.
- Encourage them to take five minutes to check they have everything they need, like extra pens and pencils, calculators and maths equipment. If they have a mobile phone, remind them not to take it with them into exam room.
- Say: "Don't panic, don't worry - just do your best." Tell them to say it to themselves during an exam.





How you can help us support your child

Attend Parents' Evening

This is a very important evening where you can discuss your child's progress with each of their teachers and you may find some useful information about the performance and attitude to learning of your child within school. Your child's teachers will have some useful ideas on how you can help your child raise their achievement in each subject.



Provide an appropriate learning environment

Students are able to concentrate on their work better in quiet and well-lit places away from distractions such as TV and social media. Try to support your child's independent learning by



ensuring they have, where possible, a table and desk with a supply of stationery and ICT access if at all possible as this is often required for research. If appropriate, check-in times may be a useful way to see how your child is progressing with their studies and you may wish to read through their homework to check on quality. Folders and shelves to help your child organise their books and notes are also important to purchase as neatly stored books and resources are less likely to get lost and can be found easily when revising.

Ask Questions

Parents should ask their child about their learning whenever possible.

This will help you get a picture of your child's interests but also may give you clues about their study habits and areas where they feel less confident and need support. If you can establish any problems your child is having with school or particular subjects you can then provide support by working through tasks together, buying study aids such as revision guides or by contacting your child's teacher for advice.



Attendance

It is essential that your child attends school as much as possible so they do not fall behind with the content in each subject. If your child is off school for any reason then actively encourage them to collect the work they have missed and catch it up. Try to avoid holidays in term time as this will mean your child missing large sections of their syllabus which can be especially damaging to exam performance in Key Stage 4 and Key Stage 5





How you can help us support your child

Show a positive attitude to education

A positive attitude to education shown in the home can have a valuable impact on your child. If a student understands the value of education and the opportunities it can bring then they are more likely to strive for success. Talk to your child about their ambitions and potential careers and start to research with them the academic qualifications they may need and any outside experiences that could help them work towards their goal. Positive role models amongst friends and family may also be a method to raise your child's motivation for learning by seeing examples of where people have become successful through their application to education.



Give your child the chance to be independent

Encourage your child to be responsible for organising themselves for school by making them sort out their equipment and school bag in the evening. It may be useful to make a list of what needs to be packed each day by looking at your child's timetable so they can see the books they need. Also giving chores around the home or a part-time job such as a paper round can help build up your child's sense of independence and belief that they can take responsibility for things. This can then have a positive impact with students showing a more responsible academic attitude in relation to completing independent learning activities.

Read in front of your child

Students need positive role models when it comes to reading. Try and nurture an interest in reading within your child by reading in front of them and buying books (often books linked to film, sport and TV appeal to boys initially) for your child. The same applies for expanding your child's interest in current affairs by watching the news together or buying newspapers and discussing their contents with your child. There is a clear link between children's literacy skills and the amount of independent reading they do so if you can support this in any way that would be beneficial. Boys in particular value male role models with regards to reading.



Encourage your child to take up outside interests

Outside hobbies can have a positive impact on a child's self-esteem and in turn a positive knock-on effect on their studies. Hobbies such as sports, music, art, drama or languages can help your child be creative, inquisitive and develop their independent thinking skills. The confidence that children get from participating in an outside interest can make them a more resilient learner and effective problem solver, which will help them with the demands placed on them in different subjects.