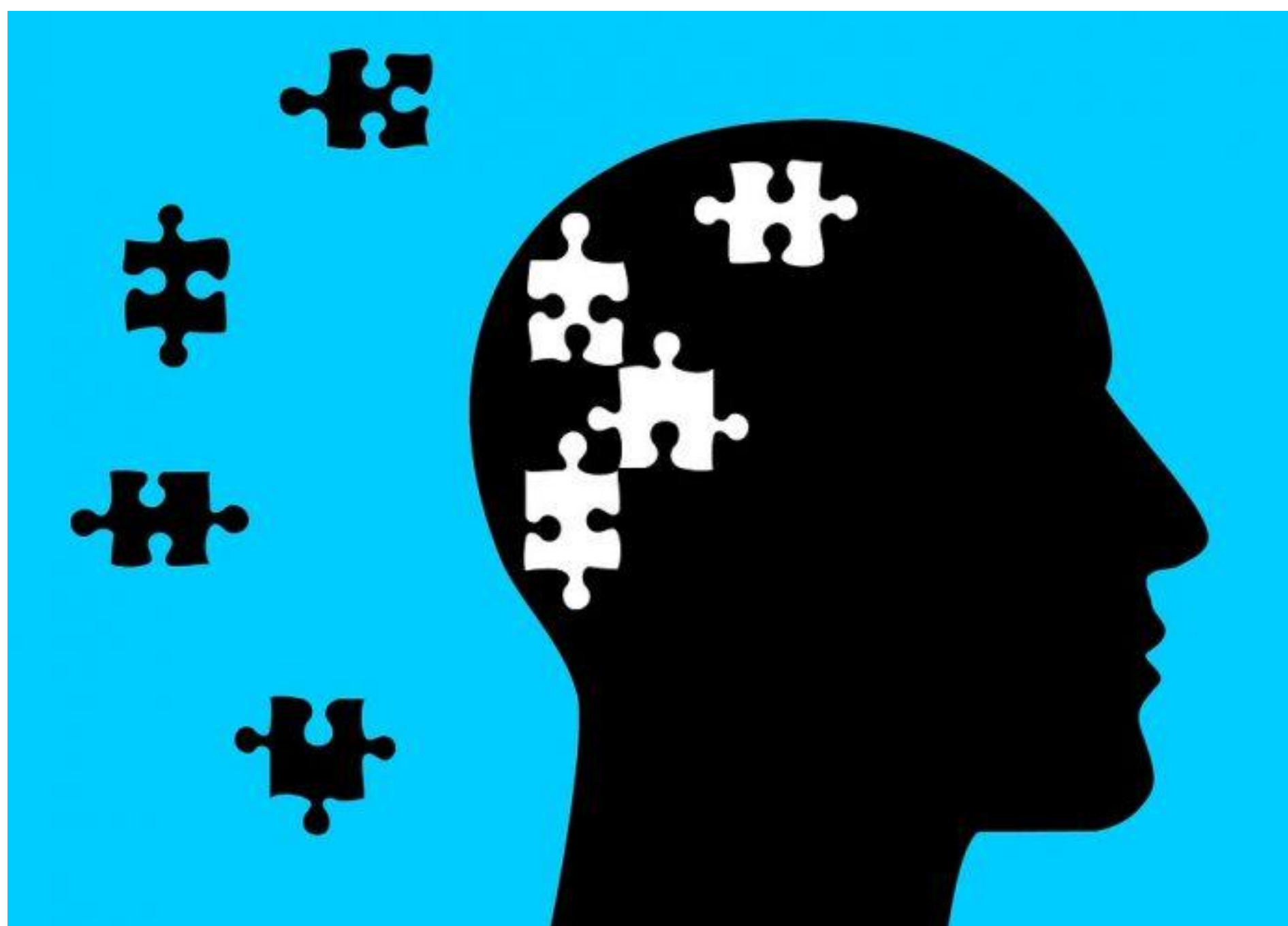


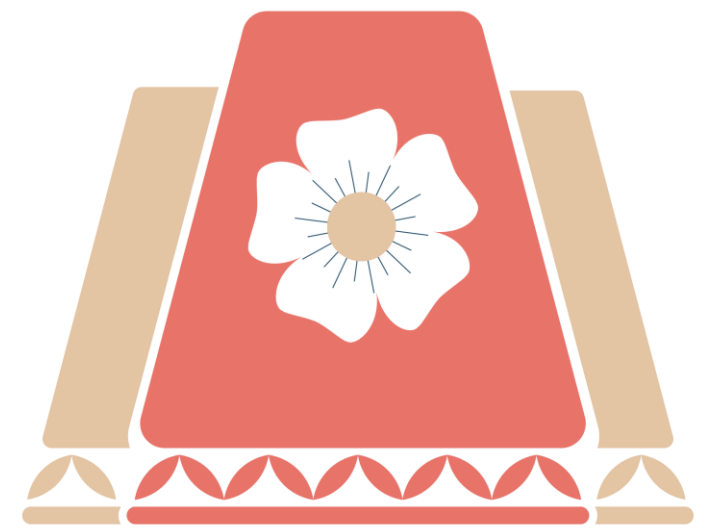
**Rugeley  
John Taylor  
School**

# **GUIDE TO HOMEWORK 2025-2026**



# Why do we set Homework?

The purpose of homework is to consolidate the knowledge students gain during lessons, to check for misconceptions and to give students opportunities to complete their own learning independently. Homework should be purposeful and linked to classroom learning, through practice, retrieval or embedding the curriculum. The focus should be on high quality homework, building habits of success and independence.



Education  
Endowment  
Foundation

+5 months

In secondary schools, homework has been proven to benefit students academically, and when homework is well planned and linked directly to classroom learning it has been shown to increase student progress by five months (EEF toolkit). Research shows that homework can be particularly 'effective' when it reinforces prior learning. However, the positive impact is caveated with a common theme running through successive studies; the quality of homework is far more important than the quantity.

Some forms of homework are more likely to show an effect than others. Research suggests that the highest effects in secondary students are associated with rote learning, practice or rehearsal of subject matter; more task-oriented homework has higher effects than deep learning and problem-solving. Short, frequent homework closely monitored by teachers has more impact than their converse forms. Finally, the evidence is that teacher involvement in homework is key to its success. The more specific and precise the task is, the more likely it is to make an impact for all learners.

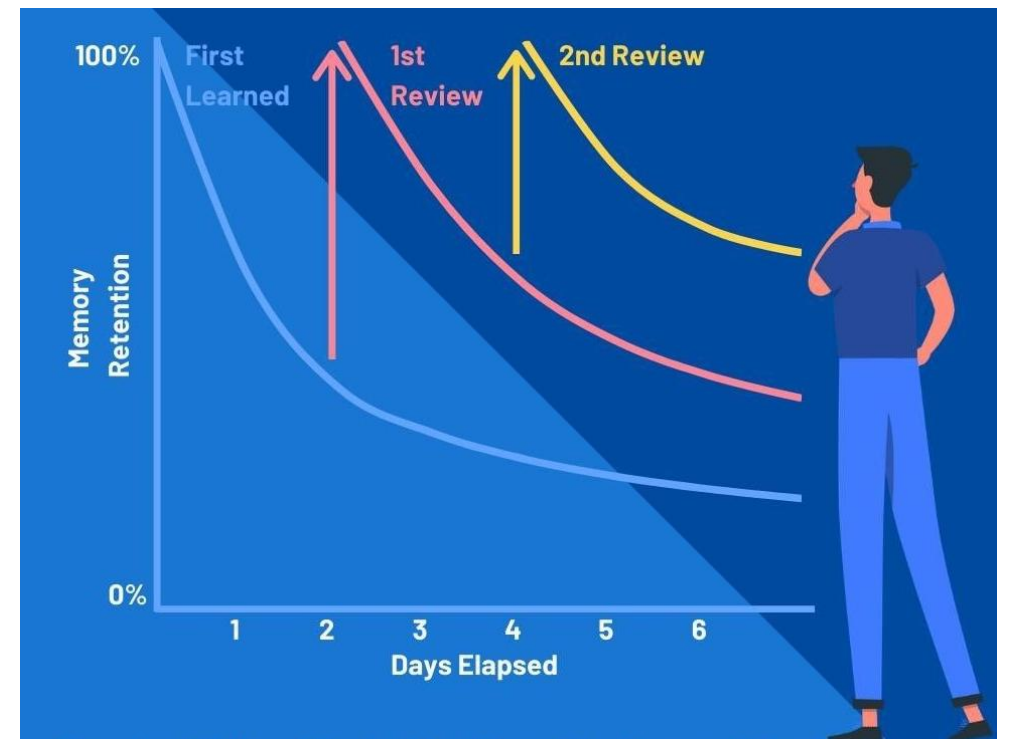


# What type of Homework will be set?

We will set two types of homework tasks that will support and develop students' knowledge and understanding. Most homework tasks will require students to revisit prior learning to strengthen their understanding and to help transfer key pieces of information from the short-term to the long-term memory stores.

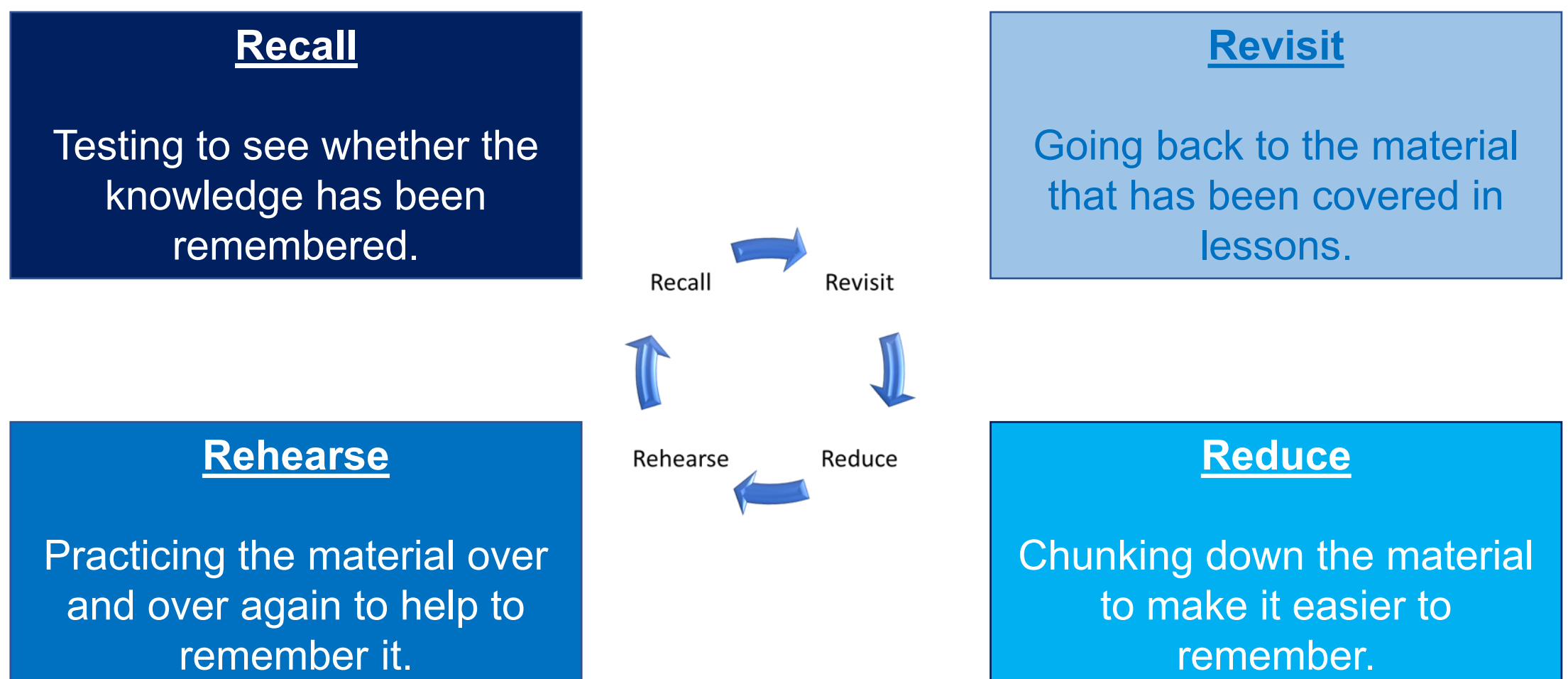
**Type A:** Practice and consolidation of knowledge e.g., self-quizzing in preparation for a recall test. These tasks should be acknowledged by the teacher. Tasks could be peer/self-marked, or assessed through whole class questioning, or as part of the Do Now task in a subsequent lesson.

**Type B:** Open ended response e.g., a piece of creative writing or giving a personal response to a blog, journal or article. Students should receive feedback on these tasks.



We know that for knowledge to 'stick' it must be learned and tested regularly. Our students have Knowledge Organisers which detail the core knowledge that a student will need to know, understand and remember, to be successful in each subject. This means that the majority of homework tasks set will be '**Type A**'. However, subjects may set a '**Type B**' piece of extended learning, perhaps as an end to a topic or to prepare for an upcoming study.

Homework tasks will be based around the 4Rs of effective revision:



# What resources will students use?

Students will use their Knowledge Organisers or online resources such as Sparx or Carousel to complete **Type A** homework.

**Knowledge Organisers** outline the core knowledge that students need and will be a key resource that students use for their homework. They are a summary of the key facts and essential knowledge that students need about a unit of work or a curriculum subject. They are usually no more than one or two sides of A4 and contain the essential knowledge about a topic or concept, usually broken down into easily digestible chunks, the key vocabulary or technical terms and their meanings, and other resources such as images, timelines and famous quotations, if relevant.

Ready for the students' mid-year (AP1) and end of year assessments (AP2), Knowledge Organisers will include:

- Everything students will need to know
- Everything they need to be able to do

There is an example below of what a Knowledge Organiser may look like:

## Year 7 History Knowledge Organiser

### What was it like to live in the Middle Ages?- Need to Know

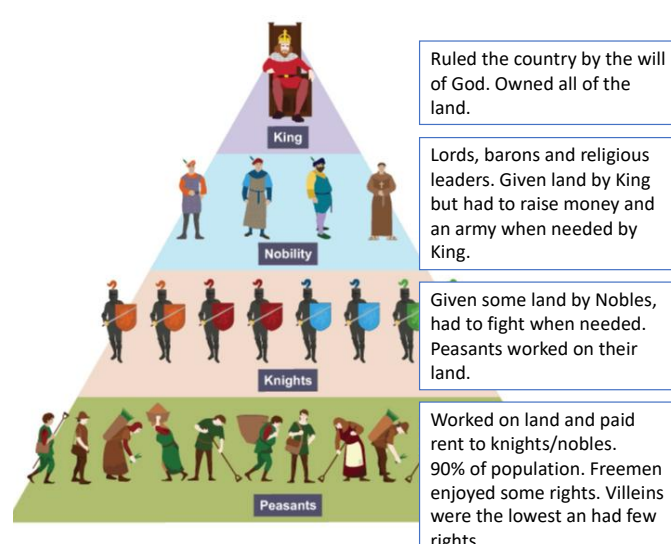
Key Words	Definition
Middle Ages	Also known as medieval period. 1066-1485 CE
Villein	People who made up 40% of the population of Britain in the middle ages. They were not free, they were owned by the Lord of the Manor.
Harvest	The time of year when farmers collected and gathered their crops.
Feudal System	How the country was structured between 1100-1400.
Physician	Doctor
Barber- Surgeon	Performed simple surgery to take blood from people.
Plague	A contagious bacterial disease characterized by fever and delirium, typically with the formation of buboes
Buboes	Big black swellings in armpit and groin
Bubonic Plague	One type of plague- leaves victims with buboes.
Pneumonic Plague	This type of plague attacks the lungs.

How did people look after themselves?	
Bathing	Rich bathed regularly. Baths were made from wooden wine casks. Soap was made by boiling sheet fat in wood ash and caustic soda. People also cleaned their teeth using a springy hazel twig. Both rich and poor would have soap and hazel twigs. All water had to be fetched by hand, and hot water needed to be boiled on a fire.
Good Manners	Around 1200 a man called Daniel of Beccles wrote The Book of the Civilised Man. He gave advice on how to act politely. The book would only be bought by rich people, but the advice applied to anyone who wanted to be civilised. E.g. "do not eat in the street", "do not scratch yourself", "Do not urinate in the hall", "Do not allow pigs or cats into the hall".
Towns	Dirtier than villages because there were more people. Things did get a little better over time. Cesspits sometimes became made of brick and stopped waste spreading into the water supply. Waste started to be cleaned off the streets in many places and basic sewers carried it out of towns.
Herbal Remedies	People believed that you could treat illness by using herbal remedies, seeing a physician, seeing a barber-surgeon and by praying to God.
Disease	People did not understand that disease was spread by germs and bacteria. They did not understand how things spread.

### How did the the Black Death affect England?

<p><b>Causes:</b> Disease called the Bubonic Plague carried by rats through fleas. Fleas can make their way onto humans- bites will infect humans. Made worse by a second disease at the same time called the pneumonic plague.</p>	<p><b>Symptoms:</b> After a person is bitten by a flea bubonic plague develops quickly. The first symptoms appear within 3 days and the victim dies 4-7 days later. Some strong/lucky people survive, but most are killed. Feeling, cold, buboes, blisters, fever, coma, death.</p>
<p><b>Spread:</b> Came from Asia. In 1345 people in China and India were dying. From there is spread into Europe carried by rats and fleas along trade routes. It came to England in 1348 probably on a boat from France.</p>	<p><b>Victims:</b> 2million in Britain in one year (40% of population)</p>

### The Feudal System



### Was farming a difficult life?

Throughout the Middle Ages, the weather was life or death to ordinary people. Over 90% of people were farmers and their lives depended on how good the harvest was each summer. If it was too cold or there was too much rain, the harvest was poor and people went hungry. .
As well as farming their own land, people usually had to spend at least two days a week looking after the land belonging to their lord.
The plough was the nearest thing to a machine. It was pulled by oxen and steered by hand. The seed was scattered by hand and clumps of soil were broken up by hitting them with mallets (clod-breaking).
Every woman, from ordinary villagers to ladies in their castles, had a spinning wheel in her home. They spun wool from their sheep into thread and then used the thread to weave cloth for clothes or blankets. This was as well as their other work.
Wages rose significantly over the middle ages because of the Black Death. It killed nearly 50% of the population in 1349 so there were not enough people to farm the land. Those who survived earned higher wages. This meant that ordinary people could afford better food, more clothes and to send their children to school

# What are Knowledge Organisers?

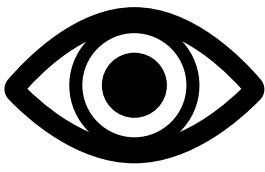
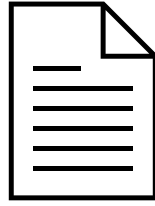

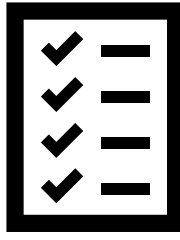
At Rugeley John Taylor School, we believe that knowledge is powerful; it allows students to see and interact with the world fully, which drives their ambitions for the future.

Knowledge empowers critical thinking – the more our students know, the more able they are to make connections, solve problems, reason and make informed judgements – and this gives ‘power’ to our students.

One of the primary tools we use to ensure students build this knowledge base are our Knowledge Organisers. These have been designed by our teachers to provide students with the essential information and concepts that underpin each subject area, ensuring students have the knowledge needed to tackle more complex ideas and tasks.

Knowledge Organisers support our students’ memory retention of core knowledge, ensuring that the most important aspects of the curriculum are being revisited regularly and therefore remembered for the long term. Knowledge Organisers support our students in developing retrieval practice skills, which support their independent home learning too.

Our Knowledge Organisers enable parents and carers to support children at home to effectively learn, recall and remember core knowledge. We suggest using the ‘**look, cover, write, check**’ method which is outlined below:

	Pick a <b>section</b> of your Knowledge Organiser and <b>read it aloud or write it down</b> several times. Try to pick a section you are less confident with.
	<b>Cover up the section</b> you want to test yourself on, either with a piece of paper or turn the page over so you can't read the content beneath.
	Write out the <b>powerful knowledge</b> that you can recall on a separate piece of paper. Trying to recall the knowledge out loud can also be effective.
	<b>Check the knowledge</b> you have recalled against your Knowledge Organiser and repeat until you are confident recalling the section. Aim to spend <b>10 minutes</b> on this at a time.

# How can you use Knowledge Organisers?

There are many other ways that Knowledge Organisers can be used to help students consolidate their understanding of key topics – a selection of ideas are shown below:

## Self-Quizzing

Write out between 10 to 15 questions from a specific Knowledge Organiser. Answer the questions after studying the Knowledge Organiser. Review the wrong answers and correct them. Test yourself on these questions again. Then move onto a different subject.

## Stop and Jot

Draw a circle or a box. Now write everything you can remember about this topic inside the box. Check the Knowledge Organiser and write material they forgot outside the box as a visual reminder of material. When you do this again, check your previous attempts to see how much more you have remembered.

## Rewrite the Knowledge Organiser from memory

Another method is to take a sheet of paper and write out the whole Knowledge Organiser you are studying from memory. Then check its accuracy against the original and make corrections. Keep this copy so that when you repeat this particular Knowledge Organiser, you can check to see if you are remembering more. You could start by picking certain sections of the Knowledge Organiser to write out and then move to greater chunks.

## Be Tested!

Being tested is a great way to effectively learn knowledge and make knowledge stick. Ask your family to quiz you regularly on Knowledge Organiser's which you have studied. Knowledge Organiser you have studied a Knowledge Organiser and have done well in the methods set out above, get someone to test you and see how you do. Make sure you correct your answers and keep a track of your score.

## Making Links:

Look at two, or more, Knowledge Organisers that contain similar information. After studying these linked Knowledge Organisers, using the methods above, in your Knowledge Organisers, explain how this knowledge is linked to both concepts from memory. Write full sentences. Then check your answers against the Knowledge Organisers and if you need greater clarity ask or email your teacher.

## Jeopardy!

Write down a fact or piece of knowledge for a topic. Then write down at least three questions that this fact is the precise answer for, again from memory. Then use the Knowledge Organiser to check your work is correct.

## RAG It!

RAG - that is use the colours red (work yet to be learned), amber (work still to be done) and green (nailed it) - to identify how well you remember and have learned the different parts of each Knowledge Organiser. Once you have these areas identified, use some of the techniques listed above to target the knowledge yet to be mastered and keep working

*Homework allows our students to be successful in their studies. Through regular retrieval and revision students know and can do more. This will prepare them more effectively for internal assessments and external exams.*

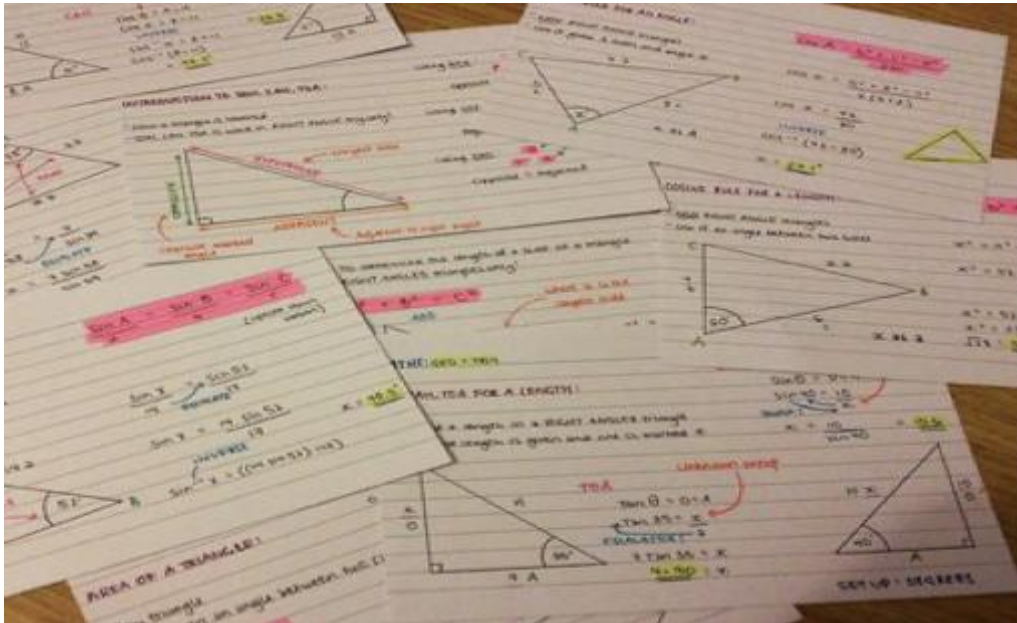


# What tasks will be set?

Students will use their Knowledge Organisers or other resources to help them complete homework tasks. Examples of such tasks can be found below.

## Flash Cards (Revisit/Recall)

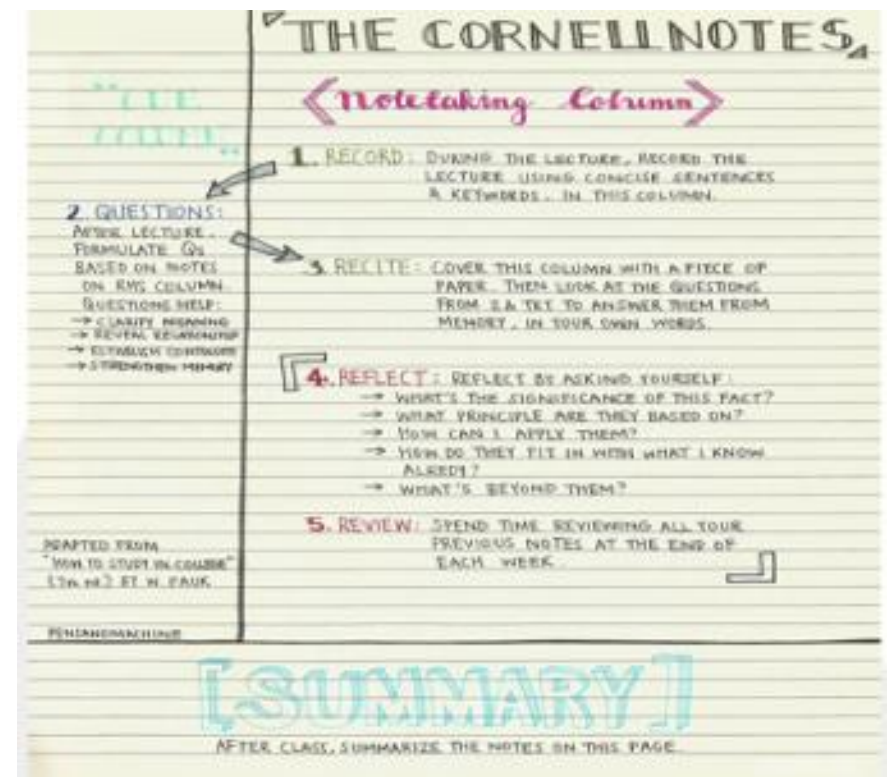
Simply create questions on one side, answers on the other. Colour code the cards for specific topics. Post it notes can be useful for keywords and timelines.



## Cornell Notes (Reduce/Revisit)

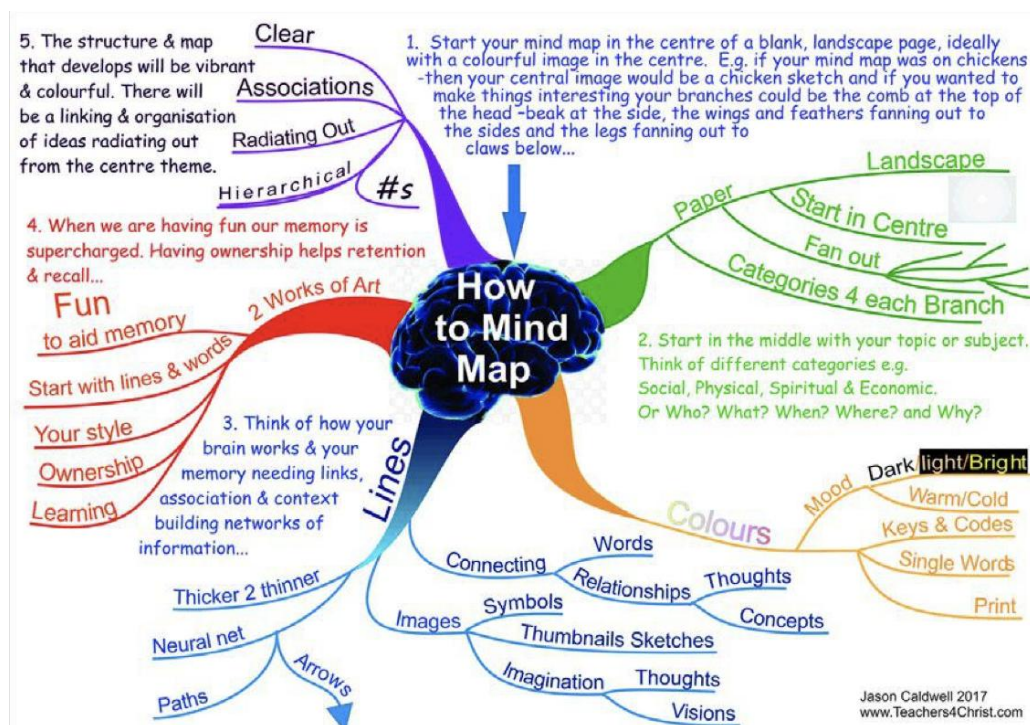
Simply split your page into 3 sections as shown on the picture:

- Note Taking
- Key words / concepts
- Summary



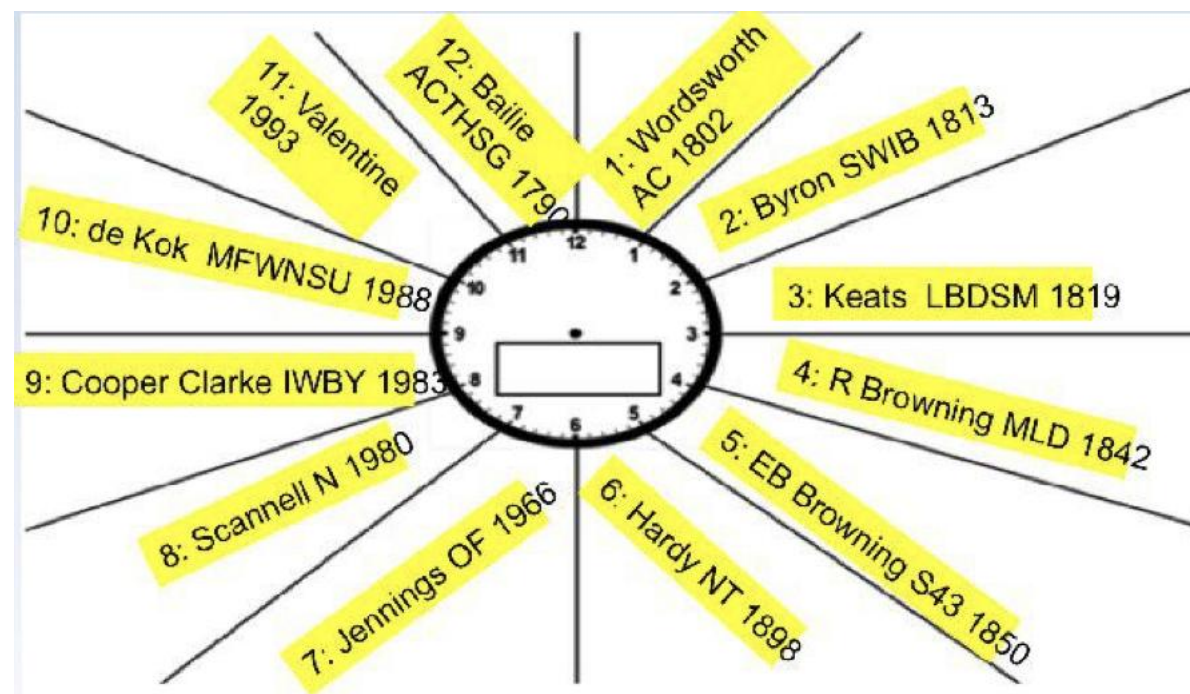
## Mind Maps (Revisit/Reduce)

Mind mapping is simply a diagram used to visually represent or outline information. Mind maps help with memorisation of key knowledge as it helps to organise information and begin to make links and connections to different pieces of information.



## Revision Clocks (Revisit/Reduce)

The Revision Clock is a helpful way to condense information, interleave topics, and break revision into manageable chunks. Divide a page into 12 segments like the numbers on a clock face. Organise revision notes into 12 topics and condense the notes from each topic into one of the segments on the page.



# What tasks will be set?

## Revision Quizzes

Produce and complete your own quizzes using a Knowledge Organiser. This is a great way to revise content and strengthen long-term memory.

### Macbeth Quiz

1. Who is with Macbeth when he meets the witches for the first time?
2. Complete the quotation: "..... you imperfect speakers, tell me ....."
3. Why might Shakespeare have included witches in his play?
4. Complete the quotations: 'pall thee in the ..... smoke of hell'
5. How does Duncan describe Macbeth at the opening of the play?
6. What does 'harmartia' mean?
7. What is Macbeth's harmartia?
8. Complete the quotation: "put this night's great ..... into my ....."
9. Why do Duncan's sons - Malcolm and Donaldbain - flee after Duncan's murder?
10. What devilish creature does Macduff call Macbeth before killing him?
11. What is 'regicide'?
12. Complete the quotation: "all the ..... of Arabia will not ..... this little hand."

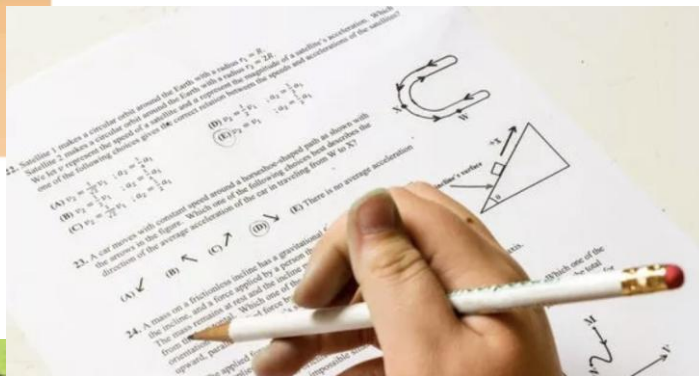
## Look, Cover, Write, Check

Spend a set amount of time reading/looking at the subject matter. Then write down everything you can remember. Finally, check it against the Knowledge Organiser to see how much was remembered.



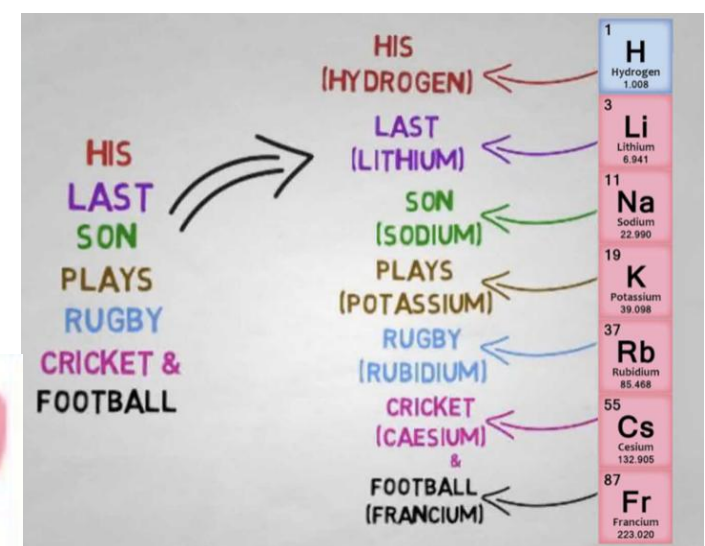
## Practice Methods/Skills

Practicing a method or skills is a great way of making it habitual. This could take many forms, including solving mathematical problems, doing practice questions, practicing a musical instrument or specific activity.



## Mnemonics

Mnemonics are memory aids that can help you remember things, which are at times difficult to keep in mind. These words are basically one of the best learning techniques that can boost memory. There are different forms of mnemonics such as acronyms, images, rhymes, songs, phrases, and sentences as well. These techniques are particularly effective when it comes to retaining different facts, lists, and spellings.



# How do we set Homework?

Homework will be set by teachers on Bromcom.

This will outline:

- The focus of the task.
- The resources needed to support students to complete the homework (Knowledge Organiser or link to website e.g. Sparx).



## How much Homework do we set?

### Key Stage 3:

Core subjects (English, Maths and Science) will set one homework per week.

Non-core subjects (History, Geography, French, and Art/DT) will set one homework per fortnight.

Students will not be set regular homework in Drama, Music, Personal Development, PE or RE.

Homework tasks will be short, digital based tasks where possible, that will take no longer than 30 minutes to complete and will equate to approximately 30 minutes per day/2.5 hours per week.

## How do we check and assess Homework?

### Checking Homework

Using online resources and Knowledge Organisers means that students will often not be asked to hand in pieces of homework and revision tasks in the traditional sense. Sometimes they may be asked to show the revision cards, mind map or quiz they produced. Other times their quiz results will be available to teachers online.

In the first instance if students are found not to be completing their homework/revision at home, they will be required to complete it in school in a homework club. This is not meant as a punishment but is instead used to help the student to consolidate their knowledge and understanding, and to ensure they do not fall behind in their learning. Negatives will be issued for the failure to complete homework. These will be recorded on Bromcom. Repeated failure to complete homework will result in after-school detentions.

### Assessing Homework

Understanding will be checked through quizzing/low-stakes testing in lessons to see what students know and where their misconceptions are. Teachers will then spend time planning and teaching lessons to correct these misconceptions.

The ongoing process of revision will feed into mid-year and end of year assessments. These will provide an excellent opportunity to see how well students have remembered key knowledge and can apply key skills/methods.