

2024/25

# HOMEWORK GUIDANCE



King's Academy Ringmer

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# INTRODUCTION

## THE IMPORTANCE OF HOMEWORK

At King's Academy Ringmer (KAR), we are committed to providing a high-quality education that helps every student reach their full potential. One of the key components of this educational journey is homework, which serves as an essential tool in reinforcing classroom learning and fostering independent study skills. The following outlines the importance of homework and presents some key statistics that support its role in student success.

Homework at KAR is carefully planned to provide students with opportunities to practise what they have learned in class, enhancing retention and deepening their understanding of the subject matter. We use a range of Internet-based platforms such as Sparx and Tassomai to provide homework, which include materials to support the learning as well as to provide tasks that are tailored to each individual student.

## THE RESEARCH

Studies consistently show a positive relationship between homework and academic achievement, particularly at the secondary school level. According to research conducted by the Educational Endowment Foundation (EEF), regular and meaningful homework can improve academic performance by up to five months' additional progress each year, particularly when the assignments are well-planned and linked to classroom learning.

Research conducted by Harris Cooper and colleagues at Duke University found that 1 to 2 hours of homework per night for secondary school students can significantly improve learning outcomes. Students who completed assigned homework regularly outperformed those who did not, demonstrating better understanding and retention of key concepts.

The Organisation for Economic Co-operation and Development (OECD) also found that students in countries with moderate homework loads tend to perform better on standardised tests like the PISA exams. Their data indicates that students who spend about an hour on homework each day achieve higher scores compared to those who either do no homework or spend an excessive amount of time on it.



# INTRODUCTION

## OTHER BENEFITS

Beyond the clear benefits of improved attainment, homework also encourages independent learning by requiring students to apply their knowledge without immediate teacher guidance. This autonomy helps students develop problem-solving skills, time-management, resilience, and a sense of personal accountability. These attributes not only contribute to academic success but are also critical for students' personal growth and future professional endeavours and support KARs aim of ensuring our students leave as well rounded, confident individuals who are world ready.

## HOW YOU CAN HELP

To maximise the benefits of homework, we encourage parents to create a structured and supportive environment for learning at home. Setting aside a quiet space and a regular time each day for homework can help students develop consistent study habits and reduce stress. When parents engage in their child's homework, it provides an opportunity for meaningful interaction and insight into what their child is learning at school. This engagement has been linked to higher levels of academic motivation and achievement.

Homework is an invaluable part of the learning process that reinforces classroom lessons, builds essential life skills, and supports academic achievement. By encouraging and supporting your child's homework habits, you are contributing significantly to their educational success and lifelong learning journey.

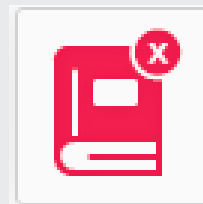
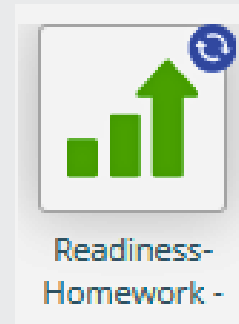


# SUPPORT

At KAR we aim to celebrate successful completion of homework through our rewards system. We also recognise that sometimes homework is not completed due to a student being stuck. In such circumstances it is important to communicate with the class teacher before the deadline.

We will be providing lunchtime sessions where staff will support completing homework, as well as informing parents when homework has not been completed. If students fail to complete homework and have not sought support then they will receive a lunchtime detention.

The rest of this document contains details regarding what homework should be completed for each year group for all subjects, as well the relevant platform for completing and submitting the work.



Not Ready -  
Homework



Not Ready -  
HW Detention



# YEAR 7

Subject	Details
English	<p><b>Platform</b> Bedrock learning: <a href="https://bedrocklearning.org/home-learning/">https://bedrocklearning.org/home-learning/</a></p> <p>Bedrock is linked to students' KGA Google sign on.</p> <p><b>Rationale</b> Bedrock is an adaptive learning platforms that supports and further develops students' use of grammar and reading comprehension.</p> <p><b>Completion</b> Students are required to complete a weekly goal. A maximum of 1 hour should be spent on this per week.</p> <p><b>Contact</b> Mr Perry <a href="mailto:phil.perry@kingsacademies.uk">phil.perry@kingsacademies.uk</a></p>
Maths	<p><b>Platform</b> Sparxmaths <a href="https://sparxmaths.com/">https://sparxmaths.com/</a></p> <p><b>Rationale</b> Sparx Maths is an online platform where tasks are mapped to the KAR Maths Curriculum. Personalisation is used to set questions tailored to students' progress. Consolidation work is from previous years. Students are given a set of questions which they must complete in their Orange Homework Books and then enter the answers into the Sparx Maths site</p> <p><b>Completion</b> Set weekly with an email notification to parents.</p> <p><b>Contact</b> Mr Taylor <a href="mailto:jeff.taylor@kingsacademies.uk">jeff.taylor@kingsacademies.uk</a></p>



KINDNESS AMBITION RESILIENCE

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# YEAR 7

Subject	Details
Science	<p><b>Platform</b> Tassomai <a href="https://www.tassomai.com/">https://www.tassomai.com/</a></p> <p><b>Rationale</b> Tassomai has an in-built algorithm which adapts the content based on what a student knows. The tasks are knowledge based and built to reinforce the learning from lessons.</p> <p><b>Completion</b> Students are given 4 or more learning goals per week.</p> <p><b>Contact</b> Ms McCaig zoe.mccaig@kingsacademies.uk</p>
Geography	<p><b>Platform</b> Instructions and resources on Google classroom.</p> <p><b>Rationale</b> Tasks are designed to consolidate and/or extend knowledge and understanding of taught concepts.</p> <p><b>Completion</b> Two pieces set per term with 1 week to complete. Hand in electronically on Google classroom (unless stated otherwise e.g. make a model)</p> <p><b>Contact</b> Ms Pillar sarah.pillar@kingsacademies.uk</p>



# YEAR 7

Subject	Details
History	<p><b>Platform</b> Instructions and resources on Google classroom.</p> <p><b>Rationale</b> Students are set a termly project linked to a theme.</p> <p><b>Completion</b> One project per term. Students will be given a paper copy to write on and can get replacements from their History teacher if necessary. Please do not use the electronic copy on google classroom (reference only) to avoid 'copy and paste'. All resources are separately posted on google classroom. Students usually have 3 to 4 weeks to complete.</p> <p><b>Contact</b> Ms Moorhouse natalie.moorhouse@kingsacademies.uk</p>
RE	<p><b>Platform</b> Instructions and resources on Google classroom.</p> <p><b>Rationale</b> Termly project tasks are set which are designed to consolidate and/or extend knowledge and understanding of taught concepts.</p> <p><b>Completion</b> Students usually have 3 to 4 weeks to complete</p> <p><b>Contact</b> Mrs Simmons amy-jane.simmons@kingsacademies.uk</p>



KINDNESS AMBITION RESILIENCE

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# YEAR 7

Subject	Details
Art	<p><b>Platform</b> Instructions and resources on Google classroom.</p> <p><b>Rationale</b> Three key types of homework are set in Art including two key pieces. Piece 1 is usually a “title page” which provides an opportunity for students to express themselves and their artistic styles. Piece 2 is a research page mirroring learning from the lesson and reinforcing that learning. The third type of homework which may be set throughout the year, is linked to class work and may be reactive or a stimulus for the lesson i.e. a photo to use for art that is their own.</p> <p><b>Completion</b> Two key pieces in sketch books and then other pieces to be completed as required, with the deadline being the lesson for which it is required.</p> <p><b>Contact</b> Miss Hook lydia.hooke@kingsacademies.uk</p>
MFL	<p><b>Platform</b> Instructions and resources on Google classroom.</p> <p><b>Rationale</b> Using Quizlet sets, physical vocabulary booklets , physical GCSE revision workbooks and NCELP resources and sound files, students have to learn vocabulary that will be used in class. This provides students with the vocabulary knowledge needed to take part in class more confidently and allow them to focus on the other skills required to succeed in languages and empower our learners.</p> <p><b>Completion</b> Set weekly and should take no more than 10-15 mins to completed.</p> <p><b>Contact</b> Mrs Taylor claire.taylor@kingsacademies.uk</p>



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Subject	Details
DT	<p><b>Platform</b> Instructions and resources on Google classroom.</p> <p><b>Rationale</b> Two key pieces: Piece 1 research into CAD/CAM processes to help students understand the uses, positives and negatives of them. Piece 2 research into timbers to build on class knowledge to enable a deeper understanding of the various timbers and how to identify them, as well as understand of how to select and use timbers.</p> <p><b>Completion</b> Piece 1 will be set in term 1 or 4, and Piece term 2 or 5 depending on when a student has DT or Food Technology on the termly carousel.</p> <p><b>Contact</b> Mrs Hepburn rosie.hepburn@kingsacademies.uk</p>
Food	<p><b>Platform</b> Instructions and resources on Google classroom.</p> <p><b>Rationale</b> Either: Practical preparation - Ingredient selection and purchase, brought to school on the appropriate day or revision for end of unit assessment.</p> <p><b>Completion</b> Once every 4 weeks and at the end of the Food unit.</p> <p><b>Contact</b> Mrs Budd fiona.budd@kingsacademies.uk</p>



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Subject	Details
Music	<p><b>Platform</b> Instructions and resources on Google classroom and Teaching Gadget (log in - <i>username: Ringmer password: music</i>)</p> <p><b>Rationale</b> Homework is project-based. Each project will have a linked "Quizlet" or "Wordwall" which students can use to recap and learn keywords used in lessons throughout the project. They will be able to pre-learn some words as well as revise and practice words that they are hearing and using in class.</p> <p>The aim is to help consolidate their learning of key words to use in music. They will be assessed on their understanding of the key words at the end of each project.</p> <p>When students use Teaching Gadget they are learning or revising specific theory and/or listening knowledge. This will have been prepared in class and will be given as a chance to revise and consolidate their learning at home.</p> <p><b>Completion</b> Once per project with minimum 4 weeks to complete the learning and revision.</p> <p><b>Contact</b> Ms Urquhart <a href="mailto:francesca.urquhart@kingsacademies.uk">francesca.urquhart@kingsacademies.uk</a></p>

