



July 2022

MAIDSTONE GRAMMAR SCHOOL'S HOMEWORK AND ASSESSMENT PHILOSOPHY

AIMS:

As a school we believe that the core purpose of homework is to help Maidstonians make progress in their learning, whether that be in their knowledge, skills, understanding or in their own personal growth. Teachers will set homework for a variety of reasons that might include preparation for lessons to come, consolidation and practice of lessons that Maidstonians have had, to stretch and challenge or to broaden personal development. As a school, we do not believe in setting homework for the sake of it, nor do we believe in marking for marking's sake.

Not only do we recognise that Maidstonians have extensive co-curricular commitments outside of school, we actively encourage them to do so as part of our vision for the school. We are committed to the growth of the whole Maidstonian and we value their time with their families.

WHAT HOMEWORK DO WE ALL EXPECT TO SEE?

- Homework will be relevant and a clear task set. Work done at home will not be extended projects that do not have a clear end point.
- Guidance on how long to spend on each homework and a clear deadline.
- All expectations and guidance must be recorded by Maidstonians in their planners.
- All expectations and guidance must be recorded by staff on Microsoft Teams Assignments. This will be viewable to parents, Maidstonians and SLT.
- A wide variety of homework tasks, such as the completion of exercises, revision, independent research, longer term projects or the practice of skills in practical activities.
- Not all Homework will be marked by the teacher. We have a responsibility to ensure that Maidstonians understand the value of learning for the sake of learning, not just for the recognition of grading.

HOW MUCH HOMEWORK DO WE EXPECT TO SEE?

- In Years 7 and 8, Maidstonians should be set one homework a week that lasts between 30-45 minutes.
- In Years 9 and 10, Maidstonians should be set one homework a week that lasts between 45-60 minutes.
- In Year 11, Homework will be less frequent as Maidstonians prepare for GCSE exams. However, guided learning and revision should be regularly provided via Microsoft Teams.
- In the Sixth Form, Maidstonians should be set an hour of guided learning for every hour they have in a classroom. It should be specific and provided via Microsoft Teams.

WHERE DOES ASSESSMENT SIT WITHIN THIS PHILOSOPHY?

- Within our Teaching, Learning and Assessment Policy, we do not state explicitly how many pieces of work must be assessed in full by staff. In recent years, we have set an expectation of 15 points of assessment a year (approximately five every two terms). In reality, doing twelve suited some subjects

more, and others wanted over 20. Therefore, we are not setting a specific amount and it is down for Departments to interpret this philosophy to help them fulfil their intent.

- Along with internal exam data, we capture and review the progress of all Maidstonians three times a year (Terms 2, 4 and 6). When entering grades at these points, data must be gathered from multiple assessments to paint the fullest picture.

EXAMPLES OF HOMEWORK THAT CAN GET MAIDSTONIANS THINKING:

Extending Knowledge after a Lesson	
Deeper Questions	Students have to go home, reflect on what they have learnt and write down three questions they would like to ask about the topic at the start of the next lesson.
Quiz Time	Design a ten question quiz that another student in the class will have to answer.
“in the style of”	Write a paragraph imagining you are someone famous responding to an issue - how would Picasso respond to Brexit, or how would Dickens describe our changing climate, or why would Darwin and Lamarck argue about giraffes?
Write an Exam	Design an exam question for the topic studied, along with a mark scheme with clear success criteria.
Expert Views	Find three things that an expert says about the topic studied, or an article exploring a different point of view.
Learning to Consolidate	
Reducing Notes	Reduce today’s lesson into three clear bullet points, or reduce an entire topic to six key words (with justification underneath).
Transforming Notes	Change an image into a paragraph, or a topic into an image/diagram.
Deconstruct	Write instructions for another student explaining the topic clearly.
Prioritising Learning	
Questions	Look at the following number of questions and instead of answering them, rank them from hardest to easiest explaining why.
Toughest Issue	Make notes on the aspect of today’s topic that you found most challenging. You must also create an image/diagram to support.
Ranking	Set any ranking exercise, but students have to provide justification. This could be your top five film directors in Film Studies, or deciding which were the most important forces for the world to function in Physics?
Highlighting	Read the set articles and highlight in two different colours - one for the five most important points and one for the five least important points (that others may think matter that don’t).
Categorising Learning to Support later Revision	
The Three Key Things	Categorise this topic into only three key areas that you must always be aware of. Make sure everything you have studied fits a category,
Connected Questions	What topics overlap? How do all the topics you have studied connect? If something can be used in answer for multiple questions that cut down revision time!
Connection Challenge	Set two texts/questions/images and ask students to explain how they are connected, but also how do they differ.
Imagination, Enjoyment and Immersion	
Reading	Reading can be outside of the box. When studying History/Politics, could students read an extract from a sports biography and discuss what makes that person a good leader. Could students read extracts from Science Fiction to support a topic in Science, or an article from the New Scientist?
What was it like?	Imagine what it would be like to be in an earthquake. Before learning about the facts in Geography, spend time thinking about what it would really like to be there with your family.