

Reading

1. Develop an appreciation of reading and reading for pleasure
2. Make full use of the Accelerated reader programme (Year 7-9)
3. Develop a greater understanding of classwork by reading articles and blogs which link to your subjects, either in books or online
4. Develop a balance between reading fiction and non-fiction texts, including reading newspapers
5. Join the school lit-soc, visit the library regularly and take part in reading competitions
6. Pass it on – recommend your favourite reads to your peers and teachers

1. Quality is more important than quantity
2. 1-2 hours per night is effective
3. There is an established association between completing homework to a high standard and academic achievement
4. Practice leads to changes in the long term memory
5. Automatic knowledge recall frees up thinking resources to apply knowledge and solve problems
6. Some homework will be practice, exercises and questions
7. Some homework will be open ended, research, creative projects

Homework

1. Spaced practice (little and often; 30-45 minute blocks) is far more effective than massed practice (cramming)
2. Trying to recall information from memory first, before looking it up online or in a book, more effectively simulates an exam experience
3. Mixing up subjects and topics is more effective than focusing on single topics
4. Recommended strategies: flash cards, mind maps, Cornell notes, quizzing, answering practice questions and whole past papers
5. Revision mythbusting; avoid cramming and less effective strategies such as highlighting and re-reading notes

Revision

1. Pupils always aspire to work with 100% focus 100% of the time when working independently
2. Pupils use their own well presented notes, textbooks and resources as their primary source of information
3. Teachers can be used as a resource when pupils have expended primary sources of information
4. Teachers will provide opportunities for guided practice before independent practice
5. Pupils must be able to transition between collaborative learning and independent learning when directed to by teachers

In lesson



Outside lesson

1. Use the library and homework clubs that are available
2. Parents and pupils are encouraged to use a "tech blackout" to avoid distractions
3. Pupils must contact teachers in advance of deadlines if they are stuck
4. Pupils should work in a calm and quiet environment
5. Take advantage of other extracurricular activities
6. Pupils and parents should use and refer to itslearning
7. Have a routine; set times that are convenient for you to complete independent learning

1. Set useful independent tasks that link to learning in the lessons
2. Keep itslearning up to date and relevant
3. Check and feedback on independent tasks, although it is not effective to mark every piece
4. Monitor independent learning to direct intervention
5. Support pupils to develop effective routines
6. Keep parents and guardians informed when expectations are not met
7. Set a range of types of homework and independent learning that are relevant for particular stages of the curriculum

Teachers

1. Have effective habits and routines
2. Persevere: know that risk taking and failing often builds resilience
3. Delay gratification: complete your homework and independent learning first, then play that video game or watch that show on Netflix
4. "Tech blackout": put your phone on airplane mode and switch off social media
5. Be organised, have your equipment and check itslearning daily
6. Make the link between completing quality independent learning and progress in lessons

Pupils

1. Show interest in the independent learning tasks your child is doing
2. Support effective study habits and routines: a quiet place and time
3. Know that there is homework and when it is due
4. Encourage all independent learning, including reading for pleasure
5. Support a "tech blackout"
6. Direct parental involvement in the homework can be counterproductive
7. Check itslearning regularly

Parents