Extended Learning Policy and Staff Guidance

Ratified: Pending
Review date: September 2023

1. Classroom teachers are to set **1 piece of homework per teaching group per week**.
2. Each piece of homework should be set with the "Issue date" and "Submission Date" on the allocated day for that year group, providing students with one week to complete. – See day allocations below.
3. Homework should take the form of a weekly quiz for all year groups: Research shows multiple choice quizzing can increase success rate and future participation in retrieval practice (Sumeracki & Weinstein, 2018).
4. Upon return to face-to-face teaching years 9, 10 and 11 should receive an additional exam focused question(s) every two weeks which they can self-assess. See "Extended Learning guidance" below. **This is in addition to weekly quizzing.**
5. Once homework has been received, we 'assess' the assignment as "Submitted" "Submitted Late" "Not Submitted" or "Absent". We should have no homework left ungraded. Quizzes are automatically graded when set via Satchel One
6. Incomplete homework should be addressed initially by the class teacher, with the advisement that the child is reminded and has the opportunity to "Submit late".
7. Incomplete homework should be discussed in faculty meetings and raised with the appropriate RSL to send a text home to family should the classroom teacher be unable to resolve through late submission.
8. Faculty leads will forward lists of students whom have failed to complete homework after given the opportunity to submit late, as reviewed in faculty meetings.

This process replicates a centralised homework system reminiscent of successful academies across the country in similar circumstances to ours, its success is a collective responsibility of classroom teachers, faculty leads and RSLs.

Day Allocations

Due Date	Monday	Tuesday	Wednesday	Thursday	Friday
Year Group	Year 7	Year 8	Year 9	Year 10	Year 11

Internal Architecture and Supporting Literature:
   a) A focus on amassing increasingly complex, connected schemas via exploitation of retrieval practice (Dunlosky, 2013; Pashler et al., 2007; Roediger & Karpicke, 2006) and the testing effect in Years 7 and 8.
   b) Consolidating Powerful knowledge whilst promoting flexibility in KS4 (Kalyuga et al., 2010; Muller & Young, 2019; Young & Muller, 2013). With consideration to the specific needs of an increasingly diverse student population without restricting the most able and GCSE years.
   c) To extract data to draw tentative, formative inferences to support timely and informed intervention across all year groups.

Extended Learning Guidance:

| Extended Learning	Frequency	Year Groups	Guidance
Quizzing:	Weekly	All	• Quizzes should be set for all year groups each week for each of their taught subjects. • Quizzes must include a minimum of 10 questions. • Questions should be related to content taught leading up to that quiz. • Quiz questions will closely relate to each faculty's PLC. • Incorrect answers will aim to expose misconceptions relating to knowledge that question assesses. • Quizzes should inform your future planning to support in resolving common misconceptions from incorrect responses (this can easily be seen by clicking "Assess" and "Download all student work" when viewing your class' quiz scores. • It is recommended that teachers and faculty leads collaborate to identify emerging knowledge gaps amongst teaching groups to inform timely and targeted interventions.
Exam practice Questions:	Fortnightly Upon Return Classroom Teaching	Years: 9,10,11	• Practice questions should be set for years 9, 10 and 11 every two weeks on their allocated issue and submission date. • Practice questions should aim to transfer the knowledge from taught lessons over the previous two weeks. The task itself should take no more than one hour to complete. • Students should also have access to the mark scheme or success criteria, ensuring they self-assess their work in a different coloured pen to minimise staff workload. • Students may submit this work via show my homework as pictures, as a document or show a completed physical copy to your teacher. • Staff must ensure to update the submission status for their students as "submitted"" Submitted late" or "Not Submitted". • We recommend using platforms such as Exampro or past paper questions, ensuring students are familiar with the format exam questions will take.

Responsibility Guidance

Faculty Leads	RSLs	Teaching Staff	Form Tutors
• Allocate faculty members year groups which they will produce weekly quizzes for. • Collate a list of students who have failed to submit homework after given the opportunity to submit late • Forward this list to RSLs weekly • Review the weekly homework frequency document with your faculty • Should a student forget their password, please forward them a reset link via the "Manage Users" function – see CCS/LBS/MSM for support	• Monitor weekly user activity reports to identify forms with low engagement with show my homework • Support form tutors in allocating time for them to assist students in logging in (Conversations during DEAR/Meeting time where appropriate • Support in forwarding texts to student families identified as not completing homework by DOFs. • Recognise students in the year with the most submitted homework in weekly celebrations	• Ensure weekly quizzes are set for all year groups • Ensure exam focused questions are set to Years 9, 10 and 11 every two weeks • For Years 9 10 and 11, exam focused questions, ensure to update the submission status for each student • Provide an opportunity for a student to submit their homework late should they fail to submit their homework on an allocated day • Forward your list of students who failed to complete homework to your DOF in your weekly meeting	• Support all your tutees in accessing show my homework via providing login slips and support in form for solving any queries • Share successes from your "Form Tutor Report" which you can find by clicking "Reports" on your Satchel One account with your tutees on your allocated celebration day.

Logging on to Satchel One

From a computer:

From Monday 11th January students will need to log on to SMHW using the following steps.

1.   Open a web browser

2.   Type in www.satchelone.com
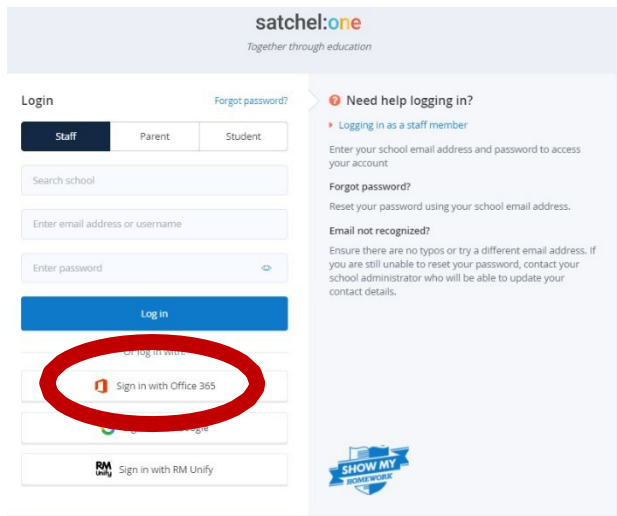
3.   Click the 'Sign in with Office 365 button" Type in your school email address that the school has set up for you which is your normal school log in followed by @sws.cheshire.sch.uk eg, j.fraser.18@sws.cheshire.sch.uk
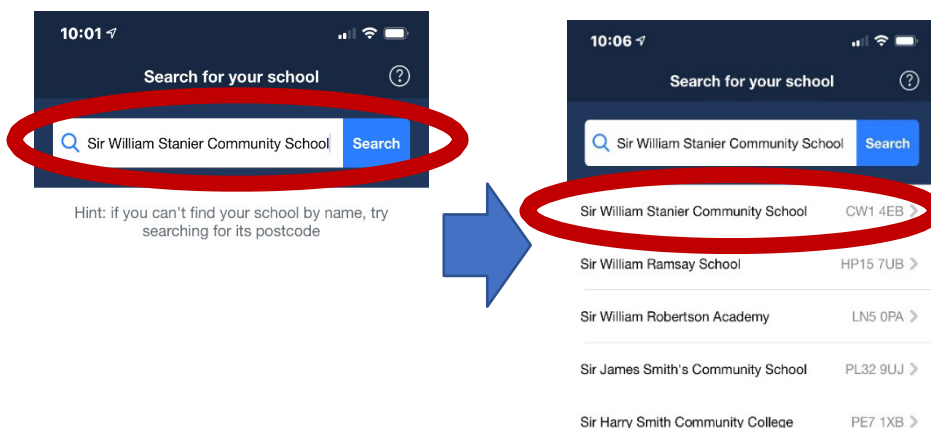
4.   Enter your password that you would use when logging into a computer at school

5.   If you have forgotten your password, please email studentpassword@sws.cheshire.sch.uk with your name and username only

6.   A member of the IT Team will call home with your password within 72 working hours
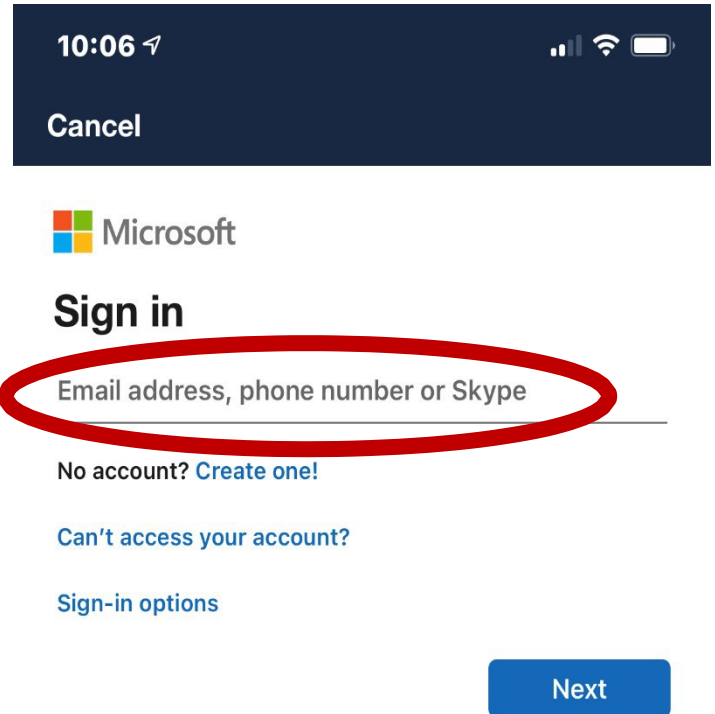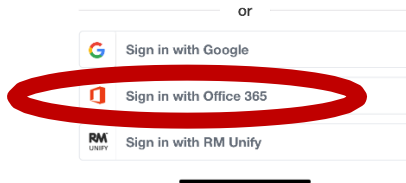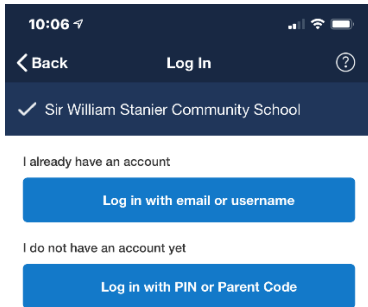
From a smartphone or tablet:

1.   Download the satchel: one app (SMHW)

2.   Search for "Sir William Stanier Community School" and select "Sir William Stanier"

3. Click the 'Sign in with Office 365 and then sign in using your school email address and password

Submitting Homework

Submitting homework could not be simpler. Simply click the green "Submit homework" icon whilst viewing the homework issued on your dashboard. Here you can upload a file or a series of pictures of your work for your teacher to assess.

If your homework was set as a quiz, your quiz will be submitted automatically. We strongly advise using all three attempts to obtain a maximum score.

Sir William Stanier's Homework Calendar

View Sir William Stanier's home school Calendar through the link below.

http://sirwilliamstanier.satchelone.com

Monday 14th Sep	Tuesday 15th Sep	Wednesday 16th Sep	Thursday 17th Sep	Friday 18th Sep	Saturday 19th Sep	Sunday 20th Sep
11ab/Re3 **Religious Educat** Miss R. Ellis ③	10ab/En1 **English** Mrs J. Rankin ⑤	11a/En2 **English** Miss E. Johnson ㊱	11EJ **English** Miss E. Johnson ⑧			11ab/Re3 **Religious Educat** Miss R. Ellis
11ab/Re1 **Religious Educat** Miss R. Ellis ③	7a/Mu1 **Music** Mrs C. Harrison ④	11b/En1 **English** Miss E. Johnson ㊱	11a/En2 **English** Miss E. Johnson			11ab/Re1 **Religious Educat** Miss R. Ellis
11ab/Re4 **Religious Educat** Miss R. Ellis ③	7a/Mu2 **Music** Mrs C. Harrison ④	11V/Hi1 **History** Mrs M. Lyne	11b/En1 **English** Miss E. Johnson			11ab/Re4 **Religious Educat** Miss R. Ellis
11ab/Re5 **Religious Educat** Miss R. Ellis ③	7a/Mu3 **Music** Mrs C. Harrison ④	11W/Hi1 **History** Mrs M. Lyne	11EJ **English** Miss E. Johnson			11ab/Re5 **Religious Educat** Miss R. Ellis
11ab/Re2 **Religious Educat** Miss R. Ellis ③	11W/Dr1 **Drama** Mrs N. Gallagher ⑧	10Y/Sp1 **Spanish** Mrs H. Giles				11ab/Re2 **Religious Educat** Miss R. Ellis
11ab/Re6 **Religious Educat** Miss R. Ellis ③						11ab/Re6 **Religious Educat** Miss R. Ellis
11ab/Re3 **Religious Educat** Miss R. Ellis ③						11ab/Re3 **Religious Educat** Miss R. Ellis
11ab/Re1 **Religious Educat** ③						11ab/Re1 **Religious Educat**

Homework key ▾

Our Homework Timetable

Spring Term – Submission Timetable

Due Date	Monday	Tuesday	Wednesday	Thursday	Friday

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11

Homework will be set for each student on their allotted day of the week (see timetable above). The expectation is the homework is submitted the following week on the same day. All class teachers will issue one quiz for their teaching group. The quiz will review all the content taught from the previous week to support students in transferring the content taught into their long-term memory. We strongly advise students to allocate a designated time each evening for completing homework, to prevent quizzes building up.

For students in years 9-11, practice question packs will be issued fortnightly as well as a quiz for the week from each subject (upon return to face-to-face teaching). The practice questions will also review previously taught work and should be submitted on the allocated day, two weeks from issue.

Support and Services

For queries regarding a student's extended learning please contact our dedicated support teams via:

- Ks3@sws.cheshire.sch.uk   **Families with students in Years 9-11**
- Ks4@sws.cheshire.sch.uk   **Families with students in Years 7-8**
- studentpassword@sws.cheshire.sch.uk   **General Login Queries and Support with Office 365**

Show my homework support can also be obtained from "Satchel One" directly

help.showmyhomework.co.uk

020 7197 9550

Examples of Expected Practice:

Example Quiz
SWS Science - Periodic Table Quiz
Quiz set by Mr L. Stewart for Year 10/10V/Sc2

1) Identify the particles in the nucleus of the atom
[x] Protons and Neutrons
[ ] Protons and Electrons
[ ] Electrons and Neutrons

[ ] Electrons in Shells

2) Identify the charge of a proton
[x] +1

[ ] -1
[ ] 0
[ ] +2

3) Which type of substance is made from two or more elements not chemically combined
[x] Mixtures
[ ] Elements
[ ] Compounds
[ ] Molecules

4) Identify the physical property which enables inks and dyed to be separated in chromatography
[x] Solubility
[ ] Boiling Point
[ ] Reactivity
[ ] Divisibility

5) Which separation technique should be used to separate an insoluble solid from a liquid
[x] Filtration
[ ] Crystallization
[ ] Distillation
[ ] Chromatography

6) Identify the process which may separate a mixture of liquids with different boiling points
[x] Fractional Distillation
[ ] Simple Distillation
[ ] Crystallisation
[ ] Chromatography

7) Identify the scientist who disproved the plum pudding model
[x] Rutherford
[ ] JJ Thomson
[ ] Bohr
[ ] Chadwick

8) Identify the correct electron shell structure for sodium
[x] [2,8,1]
[ ] [2,8,8,2]
[ ] [2,1]
[ ] [2,7]

9) Identify the correct conclusion from Rutherford's observation: "Some alpha particles were reflected straight backwards from the gold foil."
[x] There is a small dense positive nucleus oppositely charged to the helium nuclei
[ ] The atom is mostly empty space
[ ] The atom has negative particles orbiting around it
[ ] A neutrally charged particle must exist

10) Suggest what the group number of an atom may tell us
[x] The number of electrons in the valence shell
[ ] The number of shells
[ ] The number of protons
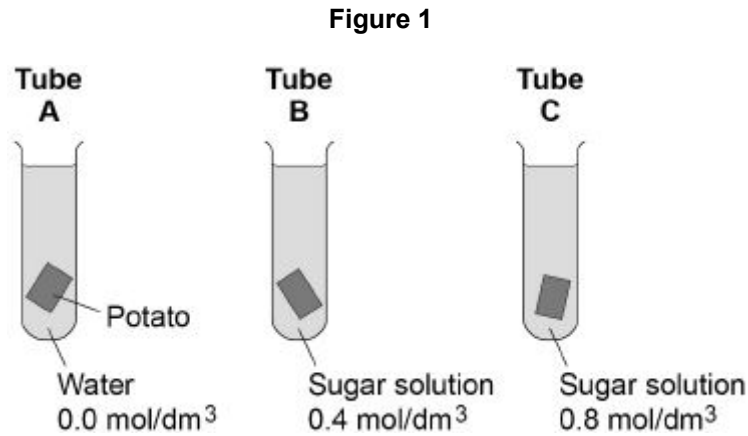[ ] The number of protons and neutrons

Example Practice Questions:

Q1. A student investigated the effect of different concentrations of sugar solution on pieces of potato.

This is the method used.

1. Cut three pieces of potato to the same length.
2. Dry each piece on a paper towel.
3. Weigh each piece.
4. Place each piece in a different concentration of sugar solution.

5.   Leave all three pieces for 2 hours.
6.   Remove the three pieces of potato from the solutions.
7.   Dry each piece on a paper towel.
8.   Measure the length and mass of each piece of potato.

Figure 1 shows how the investigation was set up.

Figure 1

Tube A — Water 0.0 mol/dm^3
Tube B — Sugar solution 0.4 mol/dm^3
Tube C — Sugar solution 0.8 mol/dm^3
Potato

(a)   Why did the student dry each piece of potato before weighing it?

_____

_____

(1)

(b)   What **two** changes would you expect in the potato in **tube A** after 2 hours?

Tick **two** boxes.

Breaks into pieces   ☐

Decrease in hardness   ☐

Decrease in size   ☐

Increase in mass   ☐

Increase in length   ☐

(2)

(c)   Complete the sentences.

Water moves into and out of cells by a process called _____ .

Water would move _____ the potato cells in **tube A**.

The solution outside the potato in **tube A** is at a _____

concentration than the solution inside the potato cells.

(3)

(d)   The potato in **tube B** did not change.

Give **one** conclusion that can be made from this observation.

_____

_____

(1)

(e)   **Figure 2** shows the root of a germinating seed.

Describe **two** ways the root is adapted to absorb water efficiently.

Mark schemes

Q1.

(a) any **one** from:
- water on potato would increase mass

   allow so only the mass of the potato is measured

- to control amount of water on potato

   allow to remove water from outside of potato
   allow liquid / solution / sugar solution for water
   allow so you get the correct (starting) mass of the potato
   *do **not** accept so that all the pieces of potato weighed the same*

1

(b) increase in mass

1

increase in length

1

   extra ticks negates marks

(c) osmosis

   allow diffusion

1

into

   allow inside
   *do **not** accept through*

1

lower

   allow low / more dilute / dilute

1

   in this order only

(d) any **one** from:
- the concentration (of sugar solution) in the cells is 0.4 (mol/dm^3)
- the concentration (of sugar solution) in the cells is the same as the solution (in the tube)

1

   allow reference to potato instead of cells

(e) any **two** from:
- has (root) hairs

   allow root hair cells

- large surface / area

   allow wide surface area

- (root) hairs extend into soil

   allow (root) hairs are long / widespread

- (root) hairs have thin walls

2

   ignore references to active transport and mineral uptake

[9]

Q2.

(a) any **three** from:

- (water through a) partially permeable
    - *accept 'semi permeable' / selectively permeable*
- membrane
- from dilute to (more) concentrated solution
    - *allow 'from a high concentration of water to a lower concentration (of water)'*
    - *allow 'from high water potential to low water potential'*
    - *allow 'down a concentration gradient of water'*
    - *do **not** accept 'along a concentration gradient of water'*
- (it's a) passive (process)
    - *allow requires no energy*

3

(b) (there are) many <u>hairs</u> **or** thin <u>hairs</u> **or** <u>hairs</u> are one cell thick

1

(which gives) large / increased surface area **or** short diffusion pathway

1

(so there is) more diffusion / osmosis (of water into the root)
ignore absorption

1

[6]

Q3.

(a) (i) nucleus

1

(ii) diffusion

1

(b) increases / larger surface area (for diffusion)
ignore large surface area to volume ratio

1

(c) (i) sugar / glucose
accept amino acids / other named monosaccharides

1

(ii) against a concentration gradient
or
from low to high concentration

1

(iii) (active transport requires) energy

1

(from) respiration

1

(d) minerals / ions
accept named ion ignore nutrients
*do **not** accept water*

1