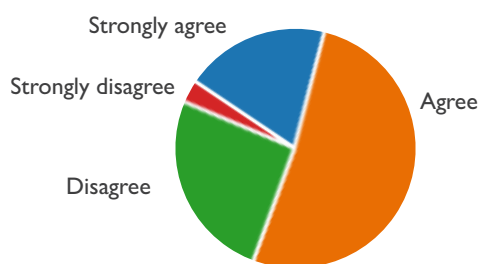


# CURRICULUM SUPPORT ACTIVITIES

## NEW FRAMEWORK



Homework/CSA (Curriculum Support Activities)  
have a positive impact on my child's learning

### What research says

Research from the [Education Endowment Foundation](#) states these 4 main research findings regarding homework:

1. Homework has a positive impact on average (+5 months), particularly with pupils in secondary school.
2. Some pupils may not have a quiet space for home learning - it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).



We received 98 responses to our survey on Curriculum Support Activities (homework) expressing a full range of opinions from those who feel that there should not be any CSA to those who feel there is not enough.

There were some very useful themes which we have taken on board and we are pleased to share with you our new CSA framework. But first a quick overview of how we got there.

What parents said: 72% either agreed or strongly agreed that CSAs have a positive impact on learning.

There was agreement in general that the main issues regarding CSA were around lack of timetabling, inconsistency in amount and frequency as well as a lack of established routine as an outcome of the above. The other strong theme was about the TEAMS notifications and the lack of detailed access parents have regarding homework that has been set.

Student and staff opinions were also sought and again the main themes from their feedback were in line with parent views, specifically regarding CSA timetables, time frames, consistency, and from teachers the main issue was completion and when CSAs were not completed – and the impact this had on lessons and learning.

# Our response

Going forward, we are keen to take on board a best fit from all feedback and ensure that there is clarity and consistency and that the value of CSAs is recognised and appreciated by all.

The key principles of CSA at The Swanage School are as follows:

- **Consolidation and assessment of learning**
  - quizzes are proven to have a significant impact in helping students to know more and remember more (progress). Quizzes and deliberate recall activities work well to assess understanding after a lesson and help teachers identify and address areas of need in the short term.
- **Flipped Learning** – research tasks and activities completed before a lesson is taught are effective in helping students take responsibility for their own learning and increase involvement and confidence in lessons.
- **Interleaving and fluency** – CSAs will be used to return to previously taught material to ensure that we embed key knowledge and skills in their long-term memory and establish fluency.
- **Daily support sessions** are in place in every subject between 1pm and 1.25pm. The SEN Department will also run support sessions after school on Tuesday and Wednesday.
- **Crew Leaders and the Crew** will provide monitoring, support and encouragement.
- **Habit forming** – students will be expected to complete work outside the classroom on post-16 courses.

## A high profile

We will be ensuring that CSA has a high profile in the school in terms of how we set it, record it, monitor it and discuss it in lessons and in Crew, to ensure that our students fully understand and buy into its purpose. We will be celebrating the completion of CSAs, students' commitment to reflecting their potential, and students who rise to the challenge; to help this along there will be a variety of motivating incentives. Ideas for these include lunch passes, postcards home, assemblies, Crew awards, subject awards and challenge CSA in subjects not included in the KS3 model.

## Where will students (and parents) find their CSA?

- It will be set on Teams Assignments
- Students will be expected to complete the CSA on the night that it is set
- It will be clear from the Assignment instructions how the CSA should be completed and handed in
- Teachers will monitor, record and feedback regularly
- Parents receive a weekly email summary from Teams Assignments and can view details on their child's Teams account

## What will happen if the CSA is not completed?

- Non-completion will be logged on Arbor
- Students will be required to attend the support session for the appropriate subject/s
- Crew Leaders will monitor non-completion and work with their Crew member
- Parents/carers will be informed
- Meetings with parents will be arranged to discuss any ongoing issues

**In Year 7 and 8** we want to focus on the core subjects and on key knowledge, understanding and skills.

### Monday to Wednesday:



**Reading** is absolutely core and parents will have a crucial role in helping to embed a routine at home. Y7 and Y8 will be given reading tasks and challenges encouraged by Crew Leaders. The 20 minute read will be part of a wider whole school strategy to increase reading engagement and enjoyment. Every Y7 and Y8 crew will choose a book to read as a collective and talk about their home reading regularly. More information will follow.



**Science** is rich in content and facts that students need to know and remember. Science CSA for Y7 and Y8 will consolidate and embed core skills and knowledge.



**Maths** – Monday and Tuesday will be a variety of tasks set through our online platforms focusing on securing core numeracy and mathematical aptitude. Wednesday will be consolidation and challenge quizzes and assessments.

### Thursday:

The idea here is to give space for challenge through a range of activities over the year that support independent learning and self-directed study. Students will be given a variety of Thursday challenges to undertake over the year which will include some self-directed projects on areas of interest, they will be able to work on their digital portfolios using their Chrome books, research ambitious careers around their interests and many other interesting and challenging activities. All students will also have access to extra challenging subject work to complete as an optional extra.

<b>YEAR 7 &amp; 8</b> <b>THE 20 20 20 APPROACH</b> 60 minutes a night				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading</b> 20 mins  <b>Physics</b> 20 mins  <b>Maths</b> 20 mins	<b>Reading</b> 20 mins  <b>Chemistry</b> 20 mins  <b>Maths</b> 20 mins	<b>Reading</b> 20 mins  <b>Biology</b> 20 mins  <b>Maths</b> 20 mins	<b>Self-Study Projects</b>  <b>Crew Presentations</b>  <b>Personal Development</b>  <b>Digital Portfolios</b>  <b>Ambition</b>  <b>Subject Challenge Work</b>	<b>Free Friday</b>

**Year 9** will initially see students carrying on with the Year 7 and 8 framework Monday to Wednesday. Thursday will become Humanities Day with students set CSA designed to support in preparing them for their Humanities Option. After Easter, we will be releasing the Options Projects which have two purposes. Firstly, they will give students an insight into the GCSEs that they have an interest in, (by this time they will have watched the Options presentations in Crew). Secondly, for the oversubscribed courses they will provide us with evidence of the level of commitment and interest.

Year 9 Options Evening takes place in the first half of the Summer Term with students making final decisions at the beginning of June; the projects will support their decisions.

The timetable below shows the days on which CSAs should be completed. They may be assigned in advance.

<b>YEAR 9</b> <b>THE 20 20 20 APPROACH</b> 60 minutes a night				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading</b> 20 mins  <b>Physics</b> 20 mins  <b>Maths</b> 20 mins	<b>Reading</b> 20 mins  <b>Chemistry</b> 20 mins  <b>Maths</b> 20 mins	<b>Reading</b> 20 mins  <b>Biology</b> 20 mins  <b>Maths</b> 20 mins	<b>Humanities</b>  Geography  History	<b>Free Friday until:</b>  Option Projects released after Easter

**In Year 10 and 11** we use CSAs strategically to ensure that we are consistently interleaving, assessing and consolidating. We are keen to ensure that students are in a better position to organise their time, and that parents are able to support where possible and potentially monitor completion; as such the CSA timetable is simple, and each week is the same. We will also be encouraging our GCSE students to attend the daily support sessions to aid completion and understanding.

The timetable below shows the days on which CSAs should be completed. They may be assigned in advance.

<b>YEAR 10 &amp; 11</b> <b>30 - 50 minutes each subject</b> between 60-100 minutes a night				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>  <b>Physics</b>	<b>English Literature</b>  <b>English Language</b>	<b>Chemistry</b>  <b>Biology</b>	<b>PRE</b>  <b>Option 1</b>	<b>Option 2</b>  <b>Option 3</b>