



## SECONDARY SCHOOL PARTNERSHIP



# Year 9 Home Learning: Spr/Sum Guide for Students and Parents/Carers

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### Purpose of Home Learning in the Secondary School Partnership

Principle	This means that...
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<b>Maximising learning</b>	<ul style="list-style-type: none"> <li>● All required Home Learning will directly support students' learning.</li> <li>● Home Learning will also help students take responsibility for their learning and develop more effective self-management skills.</li> </ul>
<b>Balancing with other priorities</b>	<ul style="list-style-type: none"> <li>● All expectations and all key information is contained in this booklet so that it is clear what students need to do.</li> <li>● Home Learning is designed so that students can complete it independently.</li> <li>● It will not be necessary to find or buy any materials in order to complete Home Learning. Any students who do not have access to a device or the internet will be able to complete all required Home Learning in school.</li> <li>● Students should see their teachers in advance for support if they are struggling.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>● Home Learning is clearly divided into: <ul style="list-style-type: none"> <li>● <b>Required:</b> the minimum expectation of all students, which will be necessary to support their learning, and;</li> <li>● <b>Additional:</b> optional enrichment, extension or consolidation for those students who wish to complete it.</li> </ul> </li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>● Students will receive feedback on all required Home Learning. This may take the form of: <ul style="list-style-type: none"> <li>○ Immediate feedback from online platforms</li> <li>○ Whole class feedback in a future lesson</li> <li>○ Specific re-teaching of content</li> </ul> </li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>● Parents/carers have a responsibility to support their children's learning at home by ensuring Home Learning expectations are consistent and supporting the school in encouraging students to take ownership of their learning.</li> <li>● Support is available for students who need help completing Home Learning. Please can students speak to their tutor.</li> <li>● If students do not complete required Home Learning without seeking support or where there are no extenuating circumstances, they will be required to attend a Home Learning catch up club.</li> </ul>

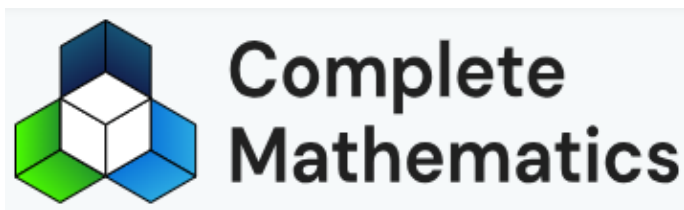
## Required Year 9 Home Learning - Spring/Summer Terms

All students are expected to spend a minimum of 60 minutes per weekday (on average) completing tasks as set below. Students are able to complete more Home Learning on some days than others to fit in with their commitments outside school as long as all tasks are completed on time. It is also recommended that students read for a minimum of 15 minutes per day. After May half term students will focus on revision for end of year assessments across all subjects.

Set and checked	Subject	Time allocation
Monday 8.30am	Maths - TUTOR Maths - CLASSROOM	30 minutes 30 minutes
Tuesday 8.30am	French	60 minutes
Wednesday 8.30am	Science	60 minutes
Thursday 8.30am	Geography History	30 minutes 30 minutes
Friday 8.30am	English	60 minutes

Task	This will be shared with your teachers by...	If you need help...	Further information
<b>Maths:</b> Practise key skills set by your teacher on CLASSROOM and complete a minimum of three learning goals per week on TUTOR.	Your maths teacher will monitor your progress through your CLASSROOM and TUTOR account.	Videos explaining the maths you are learning are built into TUTOR and it will adapt to teach you the things that are important for you to learn.	See your teacher for your log in codes
<b>English, Science, History:</b> Complete retrieval practice on Carousel	Your answers will be shared with your teacher once you have completed your quizzes.	You should use flashcard mode first until you are confident you can answer the questions, and then use quiz mode. You can retake a quiz as many times as you like or until you achieve a minimum of 80%. You should split your practice across more than one day.	See your teacher for your log in codes
<b>Geography:</b> Complete retrieval practice	Your teacher will be able to review your answers and feedback will be given in class.	Your Home Learning tasks will always have links to supporting material. This should always be used before you complete the tasks.	This will be shared on Class Charts.
<b>French:</b> Sentence builders	Your answers will be shared once you have completed the tasks set.	Go back to the Sentence Builder with the vocabulary you are studying for Home Learning and practise those terms.	See your teacher for your log in codes

## Complete Maths: More information



Complete Mathematics is an online platform made up of two different components: CLASSROOM and TUTOR. Your child will complete work on both of these each week.

### **CLASSROOM**

CLASSROOM allows teachers to set practice questions for students to complete. These might focus on checking what students already know before moving on to a new topic, giving more practice on what students are learning in class, or helping to make sure things they've learnt in the past are really secure.

### **TUTOR**

TUTOR improves maths through a mixture of videos and quizzes. It has a high level of personalisation to ensure every student is working at the right level - helping to fill any gaps in knowledge or to pushing mathematical understanding beyond what students are currently learning in class.

When your child logs in, they might see courses assigned to them by their teacher and should start working on these. They can also sit a diagnostic quiz which will help TUTOR ensure they are working on the right maths for them.

Through Parent View, you can encourage your child at home as they earn awards or complete goals on TUTOR, or even work with them on their TUTOR courses.

To set up your own Parent TUTOR account:

- Go to [completemaths.com](https://completemaths.com)
- Click "Register Free" to open the Create an Account Page
- Select parent, and then add the name of your child or children.
- Ask your child to log in to their account.
- On their dashboard you'll find their "My memberships" information panel. Make a note of the unique code.
- Login to your TUTOR account and select Children from the menu.
- Choose "Manage subscription" and select your child.
- Click "Link Existing Account"
- Type in the code.

## Carousel: More information

# Five ways to support your child with their Carousel homework



Carousel is an online quizzing platform that we use for homework. Students have access to question and answer flashcards which they use independently to learn important knowledge and then complete a quiz to test their knowledge.

**Flashcard  
revise**

**Take quiz**

**Student mark**

**Teacher mark**

As time goes on, students will learn more and more in school. In order to make sure they don't forget all this information, Carousel uses evidence-based strategies to help strengthen their memories over the long term.

The best way to use Carousel is over time, not just all in one evening. Instead of doing all the work the night before it is due, make sure students do one short round of flashcards on one day, another round of flashcards on another day and the quiz on a third day. As much as possible, they should spread it out. For example:

**1**

Monday	Tuesday	Wednesday	Thursday	Friday	Sunday	Monday
Teacher sets homework	5-10 mins flashcards	10-15 mins flashcards	Quiz + mark	5-10 mins flashcards	Retake quiz	Homework due

**2**

When they are doing the flashcards, make sure they are speaking out or writing down their answers, rather than just thinking about it in their heads.

**3**

Ask them some questions from the flashcards and make sure that their answers are the same (or very similar to) the flashcard answers.

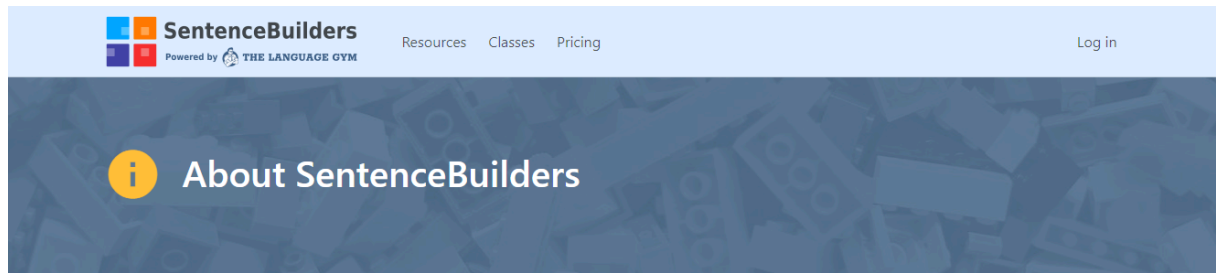
**4**

Mark their quiz with them and make sure they are being honest about what they got right and wrong.

**5**

Make sure that if they get less than 80% on the quiz, they go back to the flashcards first, and then retake the quiz.

## SentenceBuilders: More information



SentenceBuilders is a website for teachers and learners of languages.

### The concept

SentenceBuilder tables contain words and chunks which combine to form sentences.

The chunks (usually as defined by the contents of each box in the table) are used as the basis for various vocab activities, which recycle and practise the content in different ways, including with text-to-speech (TTS) audio.

The SentenceBuilder that your child will practise is part of the key knowledge that the pupils need to know.

### Classes

Your teacher will create a class that you will be part of, your Home Learning will be set in the class. You will get a pupil login and passcode and you can save your password on google whilst you have logged into it once.

Your teacher will set an assignment that needs to be completed. If at any point you need help you can go back to the initial SentenceBuilder to check.

# Reading

Reading is an important part of your learning. A large proportion of lesson time across subjects will be spent reading in order to learn new information.

We also build reading into our school day. Students will read a shared book in tutor time; read their own book for 20 mins in school each day; and read at home for at least 15 minutes per day. On one day per week students will read the text included in the reading booklet.

Students should:

- Bring a book to school every day.
- Participate actively in the tutor time guided reading programme
- Complete any reading Home Learning.

We will:

- Support students with reading and with finding books to interest them.
- Model a love of reading across the school.
- Reward participation with achievement points
- Direct students towards alternative reading means including online texts, digital prose and audio books where relevant

## Further reading, watching or listening

Your teachers have recommended lots of books, documentaries and websites that you might be interested in if you want to push your learning further. Your teachers would love to hear about all the extra learning you've been doing!

Subject	Recommendation	Where can I find this?
Science	<b>National Geographic kids</b>	<a href="https://www.natgeokids.com/uk/category/discover/science/">https://www.natgeokids.com/uk/category/discover/science/</a>
	<b>Atomic labs - BBC Bitesize</b>	<a href="https://www.bbc.co.uk/bitesize/topics/znbx2v4/articles/zfxgbqt">https://www.bbc.co.uk/bitesize/topics/znbx2v4/articles/zfxgbqt</a>
Geography	<b>Ordnance Survey - Map Zone</b> Games and activities to learn and develop mapping skills	<a href="https://www.ordnancesurvey.co.uk/mapzone//">https://www.ordnancesurvey.co.uk/mapzone//</a>

	<b>Royal Geographic Society: Young Geographer of the Year</b> (information released early April)	<a href="https://www.rgs.org/schools/competitions">https://www.rgs.org/schools/competitions</a>
Religious Studies	<b>A to Z of Religion and Beliefs - BBC Teach Religious Studies:</b> Short 2-3 minute videos on a range of RE linked topics	Available on YouTube
Music	<b>BBC 10 pieces</b>	Available on the BBC website
	<b>Explore the London Symphony Orchestra</b>	Available on London Symphony Orchestra website → Learn and Discover → Digital Activities and Resources
	<b>World Music Instruments</b> - click any instrument to hear its sound	<a href="https://www.aaastateofplay.com/the-wide-world-of-music-a-guide-to-100-musical-instruments-interactive/">https://www.aaastateofplay.com/the-wide-world-of-music-a-guide-to-100-musical-instruments-interactive/</a>
All subjects	<b>BBC Bitesize:</b> Select the topics you are learning about to revise or broaden your knowledge	BBC Bitesize → Secondary → KS3 → Select relevant subject

## Additional Year 9 Home Learning



Students who wish to support their learning further may choose to spend longer on any of the required tasks, choose to complete any of the optional tasks in the section below, or take part in extracurricular activities.

### Design and Technology: Additional viewing

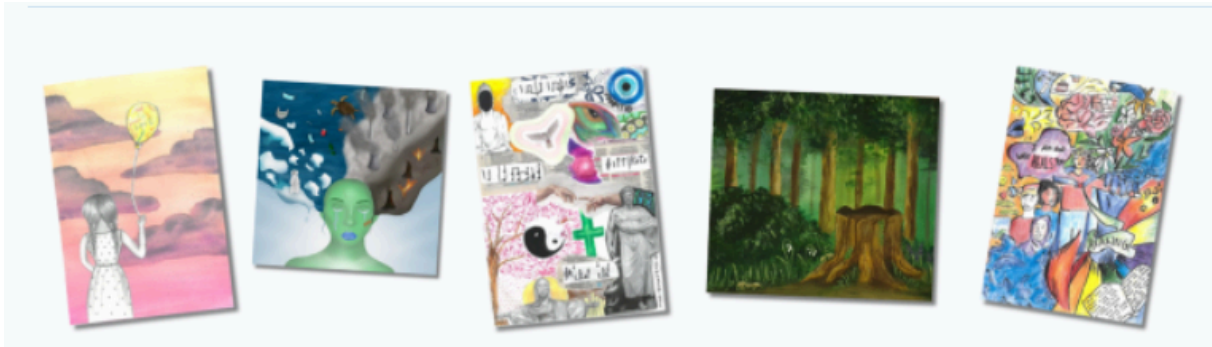
Program name	What it is about	Where you can find it
Handmade: Britain's best woodworker	It is a competition show where amateur carpenters battle it out to compete in two challenges each episode. A Design and Make Challenge and a skills challenge. The programme showcases a range of high quality woodworking skills and techniques.	Channel 4
All that Glitters	It is a competition show where amateur jewelers battle it out to compete in two challenges each episode. In the Best Seller challenge, the judges ask the jewellers to create specific jewellery, meeting certain criteria, with a view towards marketability. In the Bespoke Brief, the jewellers are given a request from a member of the public to design and create a specific item, with that person then making a selection from the various items made.	BBC iplayer
How it's made	This tv show explores how different everyday objects are made. See inside factories and discover how machines and robots manufacture day-to-day items such as tinfoil and contact lenses.	Amazon Prime Video or YouTube
Inside the Factory	This tv show explores how different everyday objects are made. See inside factories and discover how machines and robots manufacture day-to-day items such as jeans and stuffed pasta!	BBC 2
The Repair Shop	This programme follows beloved artifacts brought to the Repair Shop by members of the public. Family heirlooms are restored using all sorts of techniques to bring the objects fact to their former glory. These broken treasures range from teddy bears, to paintings to toy Dr Who Darleks!	BBC 2

# History: Historical Association Great Debate

## Which historical place or person from your local area deserves greater recognition?

<p><b>Step one: Find out about the HA Great Debate!</b></p>	<p>Historical Association The voice for history</p>	<p><b>Step 3: Begin to plan your debate!</b></p>
<p><b>What is the Great Debate?</b></p> <p>Each year the Historical Association holds <i>The Great Debate</i>. It is a public speaking competition where students have 5 minutes to present their speech arguing their answer to the given question for that year.</p> <p>In 2024 the question was: Which historical place or person from your local area deserves greater recognition?</p> <p>To answer this question students are encouraged to look at people, places, events, and initiatives that have happened in the past in their local area who have maybe been forgotten or not given the recognition they deserve.</p> <p>In fact in this year, one of the runners-up spoke about women and children killed in the Channel Islands as part of the Reformation.</p>		<p>You can now begin to plan your debate using your research. Try to complete each of the sections below to ensure you have enough detail to start writing your debate.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="389 920 887 1312"> <p><b>Historical Context</b></p> <ul style="list-style-type: none"> <li>- What period did your person live in?</li> <li>- What was life like for them and people like them?</li> <li>- How was it different from today?</li> <li>- What information is relevant for understanding why they have been forgotten or ignored?</li> </ul> </div> <div data-bbox="389 524 887 916"> <p><b>Information about your person</b></p> <ul style="list-style-type: none"> <li>- Who were they? What did they do? Where were they from? Who were they related to or what section of society did they come from?</li> <li>- Why have they been forgotten or ignored? Has this been accidental or intentional?</li> </ul> </div> </div>
<p><b>Step two: Carry out some research and choose your topic!</b></p> <p>Identify a person or place from Guernsey, Herm, Alderney or Sark that you feel deserves greater recognition. This could be someone well-known, not known at all, or even someone in your own family.</p> <p>You may wish to pick a historical topic you are interested in or studying at school and then find someone related to that topic.</p>		<p><b>Why is it important that they are remembered?</b></p> <ul style="list-style-type: none"> <li>- Was their contribution to society significant?</li> <li>- Were their experiences significant?</li> <li>- Does remembering them help us to understand a wider event or movement?</li> </ul> <p><b>TIME TO START WRITING!</b> You can now begin putting your speech together. Try to be persuasive and explain why your chosen person or place deserves more recognition. Submit your speech to your teacher!</p>

## RS: Spirited Arts Competition



Create an entry for this year's [Spirited Arts competition](#). The top 10 entries from each school will be entered into the National Competition.

1. Choose your theme:
  - Living in a diverse world
  - **Stories that change lives**
  - **Thinking about God?**
  - Sacred places
  - All God's Creatures
  - Making sense of life

More information on all themes and suggestions for winning work can be found [here](#) or from your RS teacher.

2. Create something inspired by the theme. It could be:
  - Painting, drawing, sculpture, photography
  - Poetry
  - Dance
  - Music
3. Add a write up explaining your work in 400 words or less.
4. Hand your work into your RS Teacher by **Monday 30th June**.

## MFL: Secret Agent Languages Challenge

Ask your French teacher for the Secret Agent Challenge Booklet!



## DEAR AGENT,



As an international agent you are going to visit new places and foreign lands. It will be challenging. A good agent needs to be confident about his/her language skills to ensure never to reveal their identity! Therefore you will need to be able to speak foreign languages as fluently as possible. This handbook has been developed to help you become a top agent.

The language challenges contained in the following pages mostly relate to authentic, everyday communication tasks that agents need to be prepared for.

Research has shown that some learners hesitate to take risks and do not always take opportunities to practise a language they are learning outside the language classroom.

Real-life communication in a foreign language is not stress-free, especially when you are on a mission. It may involve making mistakes, being misunderstood, misunderstanding others, taking on a different identity, changing the way you use language.

# ICT and Computing: Bolt On Projects

Click the links below for more information on each project, or ask your ICT teacher.

KS3 ICT & Computing Bolt On Projects

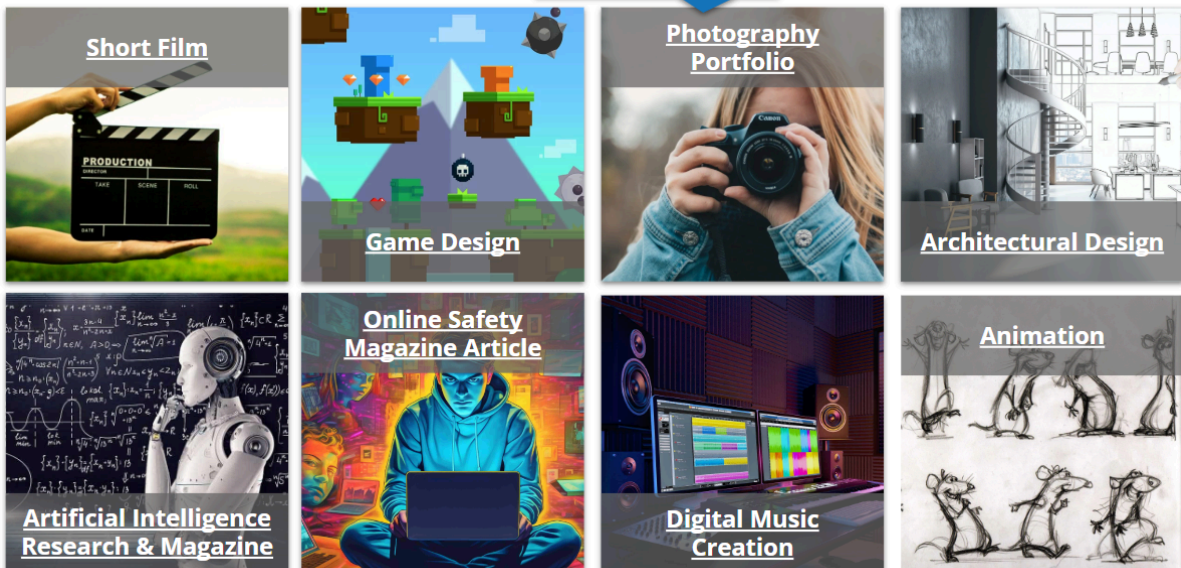
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KS3 ICT & Computing Bolt On Projects

Open your project log  
and continue

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[Short Film](#)

[Game Design](#)

[Photography Portfolio](#)

[Architectural Design](#)

[Artificial Intelligence Research & Magazine](#)

[Online Safety Magazine Article](#)

[Digital Music Creation](#)

[Animation](#)

## Planning my Home Learning

- Use the Home Learning planner at the back of this booklet to plan when you will complete each Home Learning task in most weeks.
- You should try to space out your practice and quizzing for each subject throughout the week.
- You may choose to complete more tasks on some days than others to fit around extracurricular activities.
- You may plan to complete some tasks from the additional Home Learning section in addition to the required Home Learning.
- Check that your required Home Learning will always be completed by the time it is due to be checked. You can adjust this if you need to each week, but it helps to start with a plan and try to stick to it!
- Stick your Home Learning planner somewhere you'll be able to see it easily.

## My Home Learning planner - Spring/Summer

Day	Task 1	Task 2	Task 3	Task 4	Task 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday/ Sunday					

My personal learning goals: Additional tasks I'd like to complete this term	Complete