

Q&A Session

*Please write down
any questions you
have. They can be
anonymous!
We will read through
and try our best to
answer everything!*




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Q&A Session

*Please list any questions or concerns you
may have below and we shall try to
answer them in this session*

Supporting your child with homework and revision



Introduction

Roger Skervin-Assistant Principal (Teaching, Learning and CPD)

Session outcomes

- Share what homework we set and why we set it.
- How you can best support your child with the completion of homework.
- Explain how homework differs from revision.
- Explain what effective revision looks like and how you can best support your child with revision.
- Share what homework support we offer.



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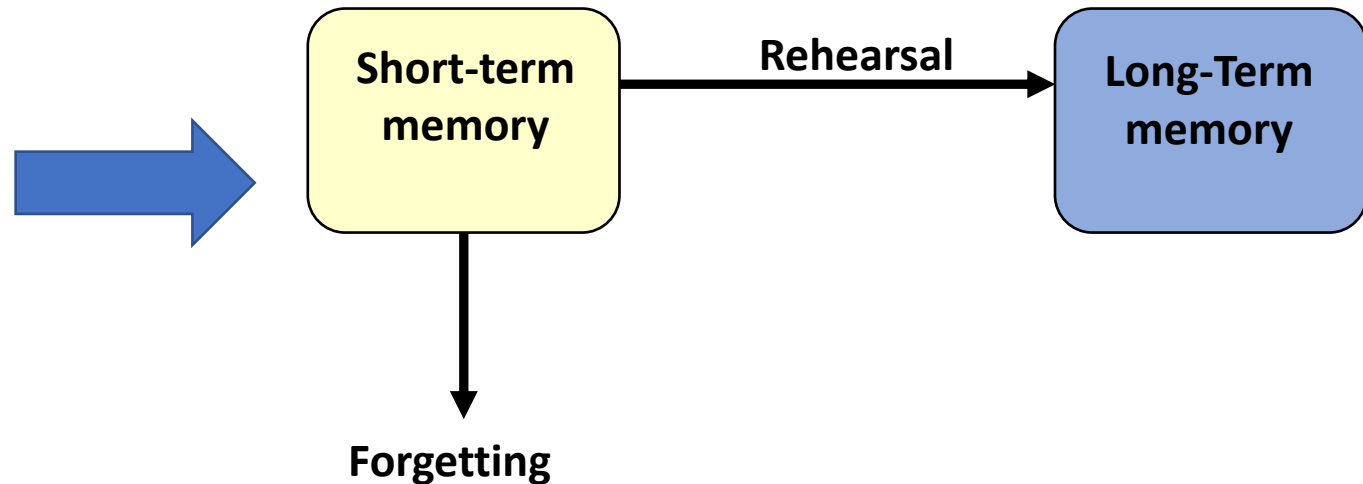
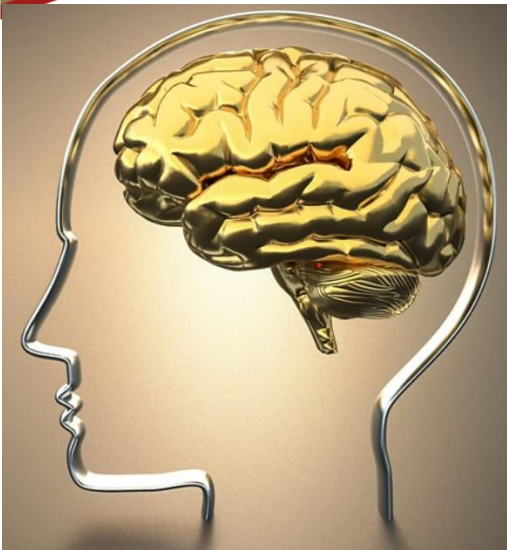
What homework do we set?

- Research led-school and the homework that we set **reflects best practice.**
- **Revisiting information** that has been taught in the classroom.
- This is so that key themes and knowledge become embedded in the **long-term memory.**
- We recognise that subjects are different and as a result of this there is not a one-size fits all approach to homework.

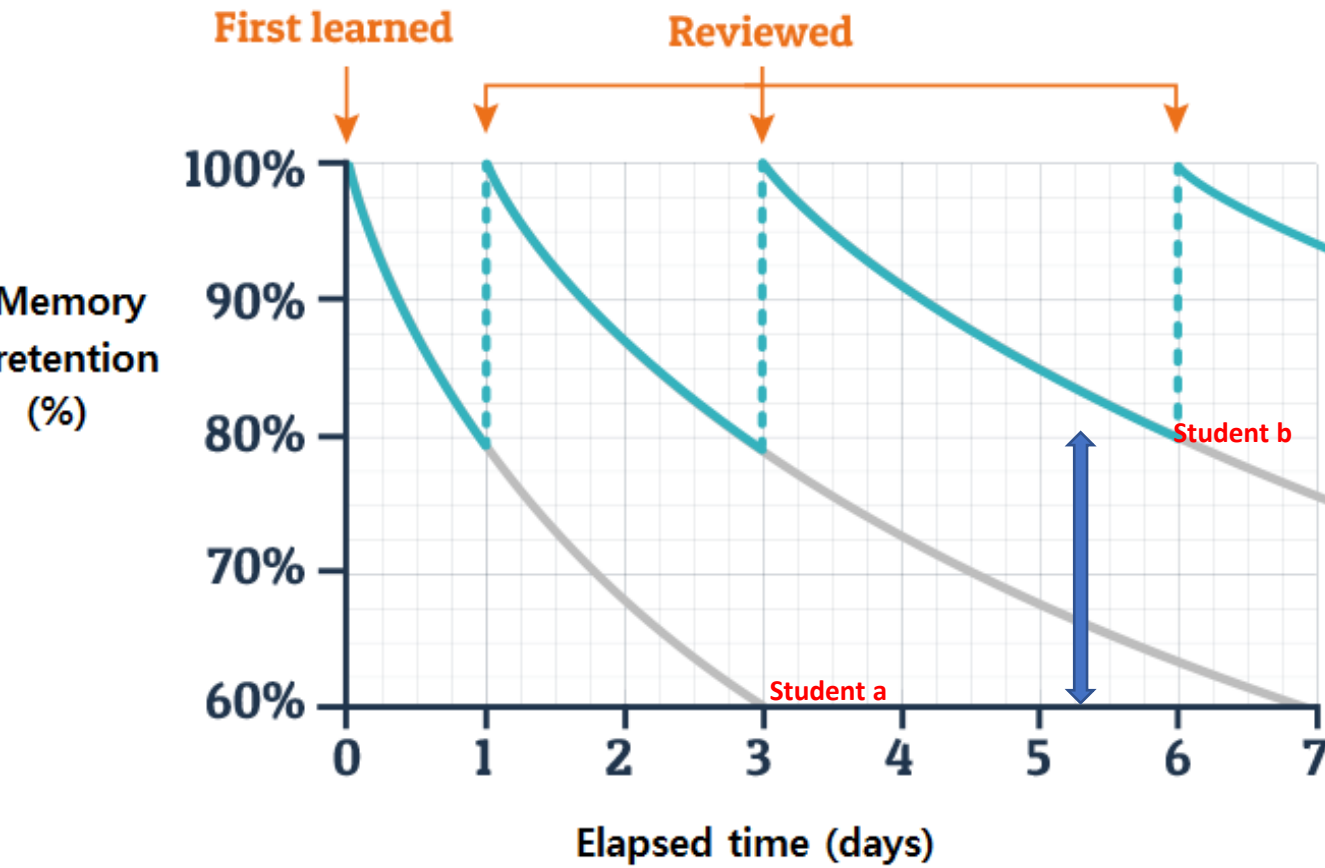
Why do we set homework?

- Designed to **support the learning that takes place in school.**
- By revisiting information at home, **helps our students remember more (6 months additional progress).**
- For some subjects, the work **you complete will be part of your final GCSE grade (NEA).**
- Homework is a **core part of Commitment grading.**
- **Compulsory** not optional.

How does homework support learning?



How does homework support learning?



- 20% extra knowledge is massive!
- If your child got 20% extra in a GCSE exam or in their coursework they would **move up several grade boundaries**.



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**The world around us
has changed and is
changing...**



Success is one of our core values.



**Knowledge allows our students to be
successful!**



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**How do I best support my child with
their homework?**



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Table/desk/chair

*Your child needs
a **table** and chair
to work
effectively at
home*



Avoiding distractions

*Your child
needs to be
able to work
in a room
**without
distractions***



Homework Study Space

Monday - Friday: 2.55 – 3.45pm

Library / Dining hall

All year groups

Chromebooks available to use

Textbooks and revision materials are also available

Leave from Gwendolen Road gate.

Avoiding distractions

*Your child
needs to be
able to work
in a room
without
**digital
distractions***



Equipment

***Your child needs
a supply of
equipment.***





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Allotted time everyday

*Your child
needs to have
an **allotted**
time everyday
to complete
work at home*



*Your child
needs to **use**
their planner
to be better
organised at
home*



Regular checking slots

*Your child
needs your help
to provide
regular check
ins on home
learning*





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Pack bag the night before

*Your child needs
to **pack their bag**
the night before
so that they are
prepared for
learning*





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Support for our parents

Drop In Support Service

Help with things at home?

Help and guidance for
anything



- Monday Evenings 6-7pm
term-time only
- CLC Building near the main
entrance
- Drop In support and advice
for anything – form filling
etc.



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New to English?

Variety of free classes for parents

Free English classes for adults new to English



We are delighted to be able to provide free courses and support sessions to parents/carers and the community. All classes will start the week beginning Monday 1st September 2025, held in our CLC building on Gwendolen Road.

Please call Leicester College on 0116 224 4068 or email bmanek@crownhills.leicester.sch.uk to book your place on the ESOL Classes.

Alternatively, you can book your place by meeting our community teacher Bhav Manek on Monday evening at one of the drop-in sessions.

Parent Testimonial:

"I recently started a job as a carer. The classes gave me confidence to apply and the support to write a CV"



Parent Testimonial:

"I no longer require an interpreter at hospital appointments or at parents evenings".



Class/session	Course dates/times	Information
Drop-in Advice Sessions Open to CHCC parents/carers 	Monday's 6-7pm term time only	Open advice session where you can get help with form filling or discuss letters that you don't understand
New Introductory Group Sessions  Open to local community	Monday's 7-8.30pm term time only Autumn Term	Beginners ESOL English class
ESOL Class  Open to CHCC parents/carers	Tuesday's 9-11am term time only	ESOL Speaking and Listening, Reading and Writing Class leading to a qualification

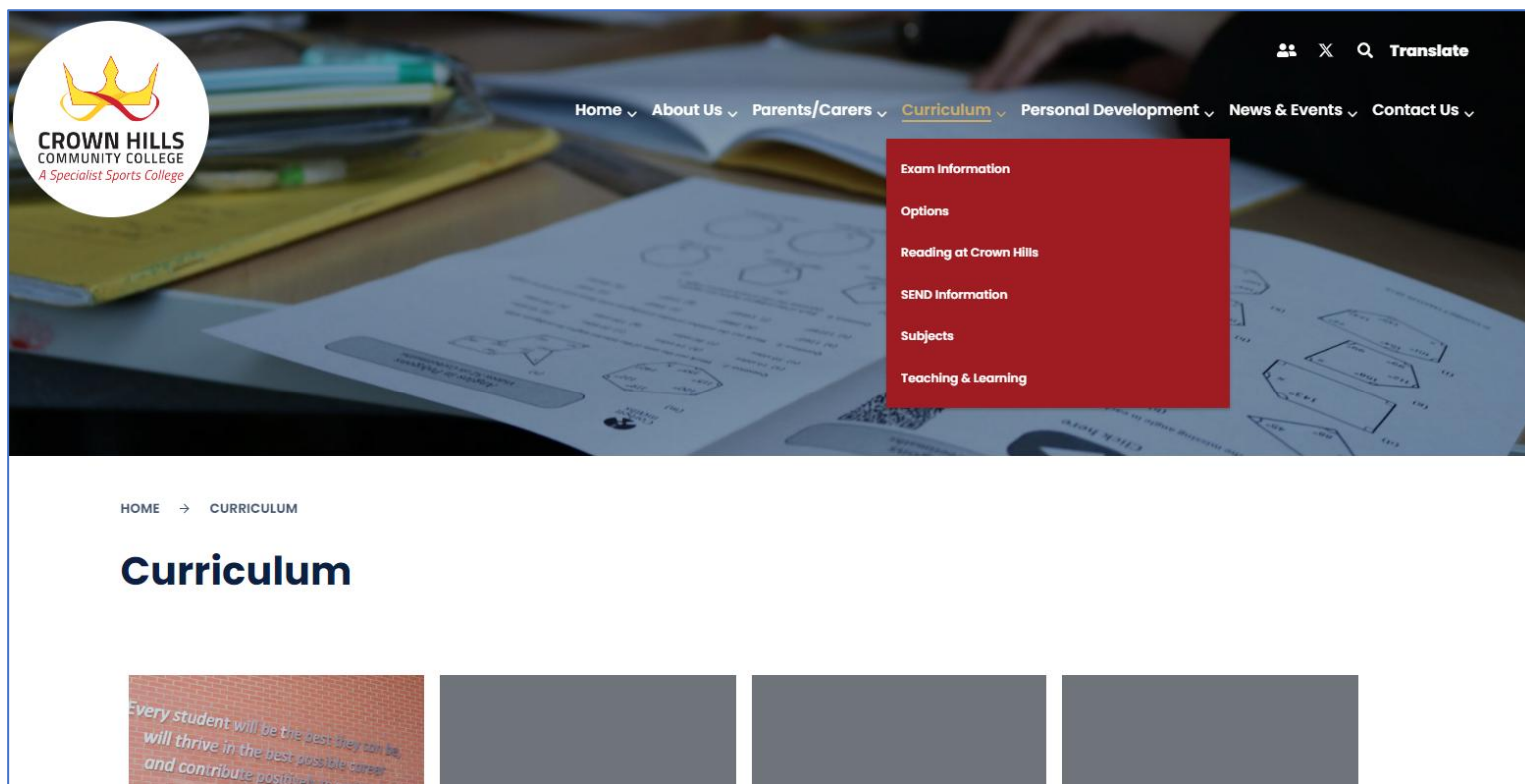




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Curriculum

[Link to curriculum maps](#)



Curriculum Map Year 7

	Introduction to the Victorian period of Power and Murder Mystery (11 wks)	Poetry Through the Ages (8 wks)	'Ajay and the Mumbai Sun' (4 wks)	Renaissance Literature (8 wks)	The Voice (8 wks)
	Using 'The Ruby in the Smoke' by Philip Pullman and pre & post century extracts (such as Blake's 'London') to explore Victorian society, values and beliefs and their impact on writers and readers.	A selection from Beowulf, Chaucer, Jonson, Shakespeare, Donne, Raleigh, Bradstreet, Blake, Clare, Keats, Brooke, Duffy, Zephaniah.	A focus on asking pertinent questions to elicit meaning (about plot, character, themes, context, wider issues).	Exploring Renaissance literature by Spenser, Shakespeare, Jonson, Marlowe etc.	Exploring the art of effective persuasion through works with a strong voice, such as Henry V's speech, the Sergeant Major from 'Private Peaceful', Sojourner Truth, Marcus Rashford etc.
	Weekly extended writing opportunity to alternate between: 1. Description of character 2. Intro to WHW – Crafting a response	1. Write a poem 2. Narrative	*Focus on active reading in this unit	1. Letter - formal and informal 2. A WHW paragraph using FITU and concise quotes.	1. Speech 2. Article/ blog (use cross over skills between these forms)
Progression	Starting with the foundational concept that context shapes meaning and understanding. This will be introduced through the Victorian context.	Snowballing the knowledge of context from prior learning and developing students' understanding of the concept that language is a conscious construct (language, form and structure)	Having previously read the Victorian set 'The Ruby in the Smoke', the students will be reading for pleasure here. The purpose is to continue to encourage lifelong reading habits, expose students to a contemporary voice in fiction, reflect students' diversity and offer a positive representation of BAME characters. Here students will be exposed to what it means to ask pertinent questions while reading, to deepen understanding: deeper insights are gained when questions are asked	Once students are aware that language is a conscious construct, they are better prepared to delve deeper into how language has layers of meaning (through identification of multiple layers of meaning, allusions, symbols, motifs and subtexts).	Prior learning (the Modern Novel and Poetry) has equipped students with the tools to tackle the non-fiction. Here learners will be equipped with strategies to ask the right/meaningful questions of the texts in front of them. This will develop the concept that deeper insights are gained when questions are asked.
Assessment	Whole Class Feedback Task 1 – Comprehension Task	Whole Class Feedback Task 2 - A description of a character.			

English example

Homework Study Space

Monday - Friday: 2.55 – 3.45pm

Library / Dining hall

All year groups

Chromebooks available to use

Textbooks and revision materials are also available

Leave from Gwendolen Road gate.



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**What is revision and how can I best
support my child with this?**

What is revision?

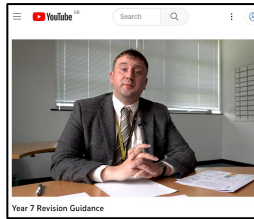
- The process of **revisiting previously taught information**.
- It is an **ongoing process**.
- Cant be left 1) Until the last minute 2) Too late
- Students who do well, build this in as part of their **weekly routine (Prep)**.
- Students in KS3 also have **annual summative assessments** and at KS4 have Mock Exams.

Revision and Homework Study Timetable

	3.30pm to 4.30pm	4.30pm to 5.30pm	5.30pm to 6.30pm	6.30pm to 7.30pm		7.30pm to 8.30pm	8.30pm to 9.30pm
Mon	Rest & relax	Maths	Madrasa	Languages	Food	Watch TV	Geography
Tues	Play sport	Food/relax	Madrasa	Geography	Watch TV	Relax	English
Wed	English	Food/Relax	Madrasa	Sport/activity		Sport/activity	Maths
Thurs	Science	Food and relax	Madrasa	History		Watch TV	Relax
Fri	Play sport	Food/relax	Maths	Sport/activity		Technology	Relax

	10.00am to 12.00pm	12.00pm to 2.00pm		2.00pm to 4.00pm		4.00pm to 6.00pm	
Sat	Shop/socialise	Food	Science	TV	Technology	History	Relax
Sun	Sport	Food	Languages	Science	Relax	Geography	TV

YouTube Channel



Year 7 Revision Guidance

'Look, Cover, Write, Correct'

https://www.youtube.com/watch?v=K990_X6crGg

Year 8 Revision Guidance

'Flash Cards'

<https://www.youtube.com/watch?v=lco1jz6uIMk>

Year 9 Revision Guidance

'Knowledge Organisers'

<https://www.youtube.com/watch?v=ZI938Q643xQ&t=5s>

Year 10 Revision Guidance

'Brain Dump'

<https://www.youtube.com/watch?v=7qmDjsycR0s>

1. **Short bursts of revision** (30-40 minutes) are most effective. Concentration lapses after an hour so a short break is needed (5-10 minutes).
2. **A quiet place** is needed to study and revise - bedroom, school, library - and limit or remove interruptions or distractions.
3. Ensure revision is **covering the weaker areas** of the subjects and topics being studied– not just the subjects and topics your child likes.
4. Encourage your child to **make their own revision notes** because they will remember what they have written down more easily.
5. **Stick key notes to cupboards** or doors so you can all see them everyday and quiz each other on them.
6. Ensure your child **rewrites the key points** of their revision notes.
7. **Read the key points out loud together**. We remember more than twice as much of what we say aloud than of what we merely read. Notes could be recorded on audio clips and listened back or even made into songs!
8. Ensure **different revision and study techniques** are used, appropriate to the subject and topic.

Revision Guidance for Parents

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Revision Guidance for Parents

5. **Stick key notes to cupboards** or doors so you can all see them everyday and quiz each other on them.
6. Ensure your child **rewrites the key points** of their revision notes.
7. **Read the key points out loud together**. Revision needs to be **active**. We remember more than twice as much of what we say aloud than of what we merely read.
8. Ensure **different revision and study techniques (see next slides)**

What does effective revision look like?

1. Self quizzing
2. Knowledge organiser
3. Flash cards

Self quizzing



Purpose

Through practice, helps embed information into the long term memory

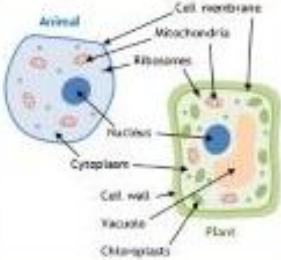
Really useful for definitions/models/processes.

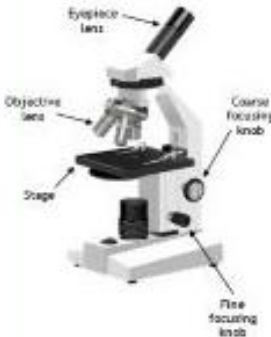


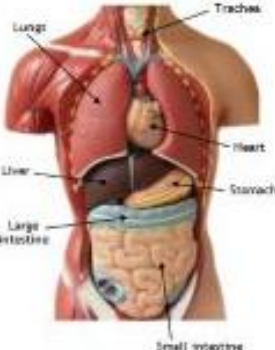
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Knowledge organisers

KS3 cells knowledge organiser

The microscope		Animal and plant cells		Specialised cells		From cells to organisms																					
Biological cells are only 10s of micrometres in size. (1µm = 0.000 000 1m!) A microscope uses lenses to magnify them so that we can see them.				<table><tr><td>Sperm cell</td><td>Function: to swim to and enter the egg Adaptation: tail for swimming; many mitochondria in the head</td></tr><tr><td>Egg cell</td><td>Function: to fuse with a sperm cell to develop into an embryo Adaptation: a large cell containing a lot of cytoplasm</td></tr><tr><td>Ciliated epithelial cell</td><td>Function: to move fluids, e.g. up the trachea from the lungs Adaptation: short cilia (hairs) that can move</td></tr><tr><td>Nerve cell</td><td>Function: to carry impulses around the body Adaptation: long</td></tr><tr><td>Root hair cell</td><td>Function: to absorb water and nutrients from the soil Adaptation: large surface area</td></tr><tr><td>Palisade cell</td><td>Function: to produce food for the plant by photosynthesis Adaptation: a very large number of chloroplasts</td></tr></table>		Sperm cell	Function: to swim to and enter the egg Adaptation: tail for swimming; many mitochondria in the head	Egg cell	Function: to fuse with a sperm cell to develop into an embryo Adaptation: a large cell containing a lot of cytoplasm	Ciliated epithelial cell	Function: to move fluids, e.g. up the trachea from the lungs Adaptation: short cilia (hairs) that can move	Nerve cell	Function: to carry impulses around the body Adaptation: long	Root hair cell	Function: to absorb water and nutrients from the soil Adaptation: large surface area	Palisade cell	Function: to produce food for the plant by photosynthesis Adaptation: a very large number of chloroplasts	<table><tr><td>Specialised cell</td><td>A cell adapted to a certain function e.g. muscle cell, nerve cell</td></tr><tr><td>Tissue</td><td>A collection of specialised cells working together e.g. muscle tissue</td></tr><tr><td>Organ</td><td>A collection of tissues working together e.g. heart, lungs, brain, liver, stomach</td></tr><tr><td>Organ system</td><td>A collection of organs working together e.g. nervous system, digestive system, reproductive system</td></tr></table>		Specialised cell	A cell adapted to a certain function e.g. muscle cell , nerve cell	Tissue	A collection of specialised cells working together e.g. muscle tissue	Organ	A collection of tissues working together e.g. heart , lungs , brain , liver , stomach	Organ system	A collection of organs working together e.g. nervous system , digestive system , reproductive system
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Part	Function	Part	Function																								
Specimen	The object being observed	Cell membrane	Controls what substances can enter and leave the cell																								
Glass slide	What the specimen is placed onto, covered with a coverslip	Nucleus	Controls cell activities and contains genetic information																								
Stain	A chemical that makes the specimen easier to see	Cytoplasm	Site of chemical reactions																								
Magnification	How much bigger the image is than the object. To find the total magnification , multiply the magnification of the two lenses together.	Mitochondria	Release energy for cell processes																								
		Ribosomes	Make proteins																								
		Cell wall (plants only)	Provides support to the cells and therefore the plant																								
		Vacuole (plants only)	A nutrient-rich 'store' of chemicals called cell sap																								
		Chloroplasts (plants only)	Rich with a chemical called chlorophyll , this is where food is made (by photosynthesis)																								







Your child will come home with these for some of their subjects.

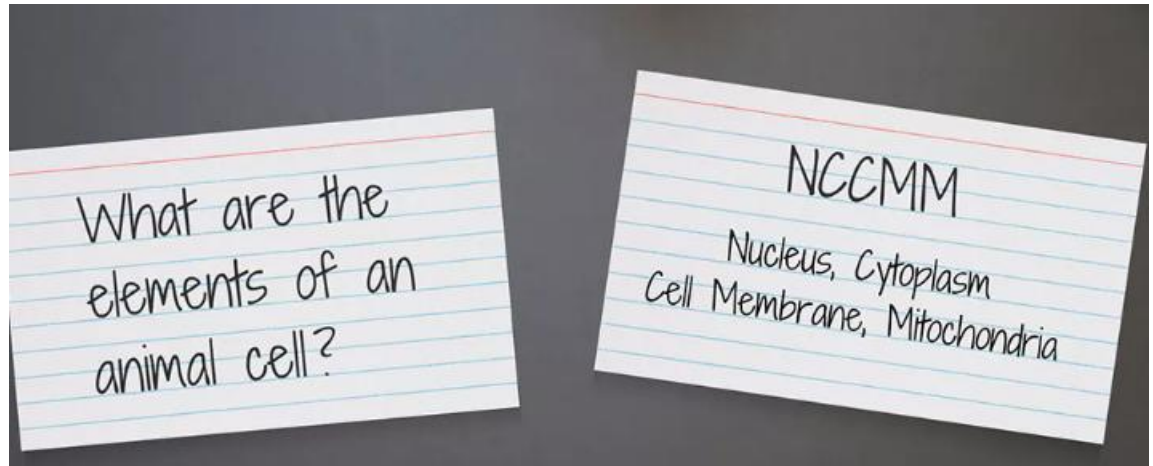
Purpose

- Making connections between topics.
- May use look, cover, write correct to embed knowledge.



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Flash cards



Purpose

- **Q&A** on different sides.
- Summarise information.
- Important to be **responsive** (topics/themes you are struggling with should be allocated more time).



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Flash cards



28. Photosynthesis

Topic 4 —
Bioenergetics

Quick Questions

- 1) True or false? Photosynthesis is an exothermic reaction.
- 2) Which molecule has the chemical symbol $C_6H_{12}O_6$?
- 3) Complete the word equation for photosynthesis:

carbon dioxide + $\xrightarrow{\text{light}}$ +

Now try these:

- 4) What is chlorophyll? What role does it play in photosynthesis?
- 5) Explain why plant cells convert glucose to starch for storage.
- 6) Other than for storage, describe two ways that plants use glucose.



Purpose

- **Q&A** on different sides.
- Summarise information.
- Important to be **responsive** (topics/themes you are struggling with should be allocated more time).

Revision Guidance

YouTube Channel

Year 7 Revision Guidance

'Look, Cover, Write, Correct'

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Year 8 Revision Guidance

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Year 9 Revision Guidance

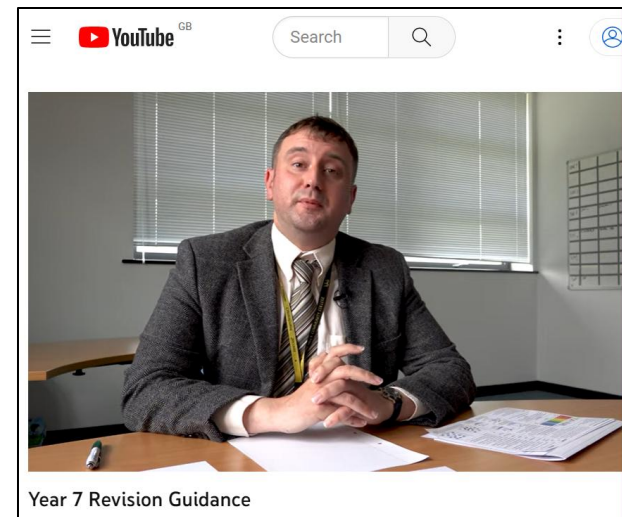
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Year 10 Revision Guidance

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FAQs

What support is available for SEND students?

Some additional support strategies include:

- All homework is **narrated** by the class teacher and students are given time to write it in their **planners**.
- Elongated deadlines to allow students to voice any support that they need with the completion of their homework.
- Homework is **retrieval** work to increase the accessibility.
- Clear instructions and **scaffolds** to help support completion.
- **Additional support** from the SEND Team is provided for students who are identified as needing additional support.
- Greater **flexibility for completion** for students identified by the SEND Team.

Why do we use multi-platforms for online homework?

- At present we are yet to find “one platform” that meets the needs of all subjects (although we continue to look).
- As a result of this we try and use the most effective platforms for different subjects.
- To support students with accessing their platforms, we purposively repeatedly show students how to access them (ICT lessons, subject lessons).
- We have also added a login details sticker to their student planner.

Why do we not use an online homework planner?

- We know that not everyone student in our school community has a mobile phone so to ensure accessibility for all we utilise a physical student planner at CHCC.
- We also know that Teachers narrating what homework is set and students recording this is also considered best practice in terms of setting homework.
- We also use online platforms such as Educake and Mathswatch which make it very easy for students to see what homework has been set.

My child is stressed with homework what should I do?

- Firstly it is important to reassure your child as the focus has to be on maintaining their mental health and wellbeing.
- It is also important to look at the cause of stress.
- If it is due to the work being too difficult please speak to the school via your child's form tutor or Head of Year so that we can look into this.
- If it is due to student illness, it is important to reiterate and reassure your child that their physical health is important and once they are better they can begin to focus on homework which they may have missed.

For some subjects the link to the electronic platform is not easy to find?

- At CHCC, all homework that is set is expected to be narrated to students so they know what they specifically need to do.
- Adequate time is also given to record their homework within their planner.
- A reminder to all staff will be reissued which will hopefully ensure online links are given where available.

How can I check that my child has complete their homework?

- It is good practice for parents to discuss their homework with their children.
- It is also good practice for parents to ask their children to see completed homework.
- Online homework platforms also show a percentage progress bar which your child can share with you to monitor online homework.

Do children get help with their homework at homework club?

- The daily homework club provides a facility where students can complete their homework which also has ICT facilities provided.
- For students who need help to complete an individual task, the first port of call would be for the student to speak to their subject teacher directly to share any difficulty there are experiencing.
- If this is ongoing then parents can contact their child's form tutor or Head of Year, where additional support is also available.

Do children have to complete their homework when they are ill?

- At CHCC we are not unreasonable and understand that from time to time our students may become ill.
- For prolonged illness, the expectation is students do not complete their homework.
- For short term illness, e.g. student was ill for a day but they had six other days to complete their homework the expectation is that the student completes their homework.
- As a school we understand that every circumstance is different, and if there is reason your child has not been able to complete their homework we welcome parents contacting us.

Are summative assessments assessed online?

- Summative assessments are in person assessments that take place during your child's lesson time.

	3.30pm to 4.30pm	4.30pm to 5.30pm	5.30pm to 6.30pm	6.30pm to 7.30pm		7.30pm to 8.30pm	8.30pm to 9.30pm
Mon							
Tues							
Wed							
Thurs							
Fri							

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Sat							
Sun							