



This first Spotlight of the year is a reminder of

- our 4 non-negotiables that support behaviours that maximise opportunities to learn
- how to set homework that leads to progress and is motivating, meaningful and manageable.

1. Arrive to lessons on time ('late' means after the lesson has started)

- If students are late they should knock and wait to be invited into the classroom
- You should expect an explanation for any lateness



WHY? Because lateness disrupts learning

2. Be ready to learn

- This means without any prompting from you as the teacher
- Bags on the floor and coats off
- Correct equipment out
- iPads / computers closed
- 'Ready to learn' body language



WHY? Because this allows for meaningful work to start straight away

3. During lessons these learning behaviours are a minimum expectation:

- No calling out unless invited
- No leaving lessons to get equipment or fill up water bottles
- No "formal breaks" in double lessons



WHY? Because these behaviours disrupt learning

4. At the end of lessons:

- Chairs in, tables straight, whiteboard clean and rubbish in the bin.
- The teacher is the last person to leave the room



WHY? Calm ends to lessons allow us the an opportunity to assess learning and it shows respect to the class and teacher who are in the room next

We should all expect these norms and behaviours and insist that they happen. If these expectations are not met, then we should deal with them consistently and fairly.

USE THE INTERACTIVE TOOLKIT FOR MORE SUPPORT AND IDEAS [LINKED HERE](#)

Making Homework at Channing: Meaningful, Motivating and Manageable

(Crucial questions to ask yourself when setting homework)

What homework are you setting?

- Does it support the lesson aims or is it just finishing off classwork?
- Is it realistic, especially in the context of student age and the other work they might have?
- Remember there are clear guidelines about how long each year group should spend on homework. They should be encouraged to stop after this time, and not be punished if they have not completed it due to lack of time (this is obviously different from incomplete / poor homework due lack of effort and your judgement is required here)
- Does the homework contain stretch and challenge questions for those who finish within the time?
- How will you give feedback on the homework ~ is this manageable for you?



When?

- When in the lesson are you setting it? Remember homework is often best not set at the end of the lesson.
- When is it due (that is to say how long have students got to do it?)



How?

- Is there clarity in your explanation?
- Are you using GC such that it supports rather than hinders student organisation?
- Tests should also be given a due date, so they appear in the 'to do list'



Why are you setting the homework?

- Are you and the students clear about the purpose of the HW?
- When revision homework is set, students should be given advice about what to do



When we plan for and think deeply about these questions and our students have this communicated to them clearly, then homework does lead to progress and is motivating, meaningful and manageable.



Don't forget...



① ALL homework must be created as an ASSIGNMENT with A DUE DATE.

Reviewing Python Programming Homework Due 17 Jun

Posted 10 Jun

Your homework is to spend 20-30 minutes continuing to work on either the multiple choice questions, or the Python program challenges.

2 Handed in 24 Assigned

Please attach any Python programs you create here so I can see evidence of the work you have completed in the lesson and for homework.

You must submit your programs here by Friday 17th June.

② The due date is set by using the drop down menu on the right hand side, and then using the calendar to set the correct due date.

To do

Assigned	Missing	Done
No due date		3
This week		0
Next week		1
Later		2
Applications of Biology Science Demonstration Class		19 Jun
Your First History Homework History Demonstration Class		23 Jun