



MAYVILLE  
HIGH SCHOOL

*Founded in 1897*

LIV



LIV Independent Homework Projects

Spring Term

2023

# KS3 Independent Homework Projects

Homework is an essential way of encouraging independence in learning. For homework to be effective there must be consistency in school practice combined with parental support. This booklet is designed so that pupils, teachers and parents are all able to work together to ensure best outcomes for learning.

**At Mayville the aim of the Independent Homework projects are to:**

- Consolidate, support or extend what pupils are learning in the classroom.
- Assist teachers in assessing pupil's strengths and learning needs.
- Develop pupils' skills.
- Stretch and challenge pupils.
- Develop a greater sense of responsibility and independence.
- Celebrate hard work and success of pupils.

## **What are Independent Homework Projects?**

Independent Homework Projects (IHP) are specific pieces of work which are set as a project. Whilst they have a clear focus pupils are able to work independently developing their own direction of learning and unique outcomes.

All subjects will set an IHP during the year. The tasks will be published in advance and each one will have a fixed start and completion date. Pupils are responsible for completing IHPs and will be given support and advice by their teachers. Start & completion dates will be also published on the school website.

## **How will the IHPs be marked?**

Each pupil will receive feedback from their teacher giving a subject level (based on the schools KS3 7 - 1 level descriptors) an effort grade, a comment on the progress made in the project (WWW) and a target for future improvement (EBI).

**The generic KS3 level descriptors for attainment are:-**

7	Consistently outstanding understanding of the subject. Shows insight, flair and exhibits a scholarly attitude to work. Uses initiative to work independently.
6	Excellent understanding of all material. Produces work of a consistently excellent standard. Will occasionally use initiative to learn independently.
5	Very good grasp of the subject. Whilst some work will be excellent, consistent excellence has yet to be achieved.
4	Consistent, secure grasp of material with rare instances of weakness but has yet to develop initiative and excellence.
3	Generally sound grasp of the subject with minor weaknesses and some unreliability in key areas.
2	Work can reach the level expected but there are areas of weakness. Needs a high level of guidance to achieve a modest outcome.
1	Work rarely reaches the level expected and there are areas of significant concern. Lacks purpose and needs constant direction.

**Subjects have their own specific attainment descriptors.**

**KS3 Effort grades:**

A	Positive and strives to produce improvements in standard or to maintain excellence.
B	Displays the approach expected of a typical student at Mayville High School. Attentive and aims to produce work reflecting level of ability.
C	Needing a more consistent approach or working steadily at a level that doesn't reflect true ability or attitude. Room for improvement.
D	Failing to apply him / herself to tasks on a regular basis. Clear signs of under-achievement and / or disruptive behaviour.

**What will happen if the IHP is not completed?**

If the pupil does not complete the IHP they will be set an after school detention by the department concerned to finish the work. Parents will also be informed. If there is a genuine reason why a pupil cannot complete an IHP it is essential that parents inform the school before the deadline date.

**Support in completing IHPs**


Subject teachers will provide advice and support for pupils and the school library is open before school, at break and lunch and after school each day where computers, books and other resources are available to support pupils.

**Normal Homework Timetable**

**No other homework will be set by the subject from the start date until the hand in date for the IHP.**

<i>Year Group</i>	<i>Autumn Term</i>	<i>Start Date (W/B)</i>	<i>Hand in Date (W/B)</i>	<i>Spring Term</i>	<i>Start Date (W/B)</i>	<i>Hand in Date (W/B)</i>	<i>Summer Term</i>	<i>Start Date (W/B)</i>	<i>Hand in Date (W/B)</i>
<i>LIV</i>	<i>Maths</i>	<i>12-9-22</i>	<i>10-10-22</i>	<i>PE</i>	<i>9-1-23</i>	<i>6-2-23</i>		<i>EoY Exam revision No IHP's this half term</i>	
	<i>MFL</i>	<i>31-10-22</i>	<i>28-11-22</i>	<i>RE</i>	<i>20-2-23</i>	<i>20-3-23</i>	<i>Character Education (tbc)</i>	<i>5-6-23</i>	<i>26-6-23</i>

## Lower IV IHP - Physical Education

Start Date: W/B 9 January 2023	Completion Date: W/B 6 February 2023
This project should take between 2 - 3 hours	
<p><b>WALT: <u>Components of Fitness</u></b></p> <p>To research the 10 components of fitness in sport          To identify specific and relevant sporting examples of some of the components of fitness          Present this in an interesting and informative way</p>	
	
<p><b><u>WILF:</u></b></p> <p>Well presented and detailed work          Good use of key PE terms and specialist vocabulary          Accurate and relevant sporting examples</p>	
<p><b>What do you have to do?</b></p> <p><b><u>Identify</u></b> the 10 components of fitness (Good) 4</p> <p><b><u>Define</u></b> the 10 components of fitness (Very good) 5</p> <p><b><u>Explain</u></b> how the 10 different components of fitness are used in sport (Excellent) 6</p> <p>Choose a sport and then select the two most important components of fitness and <b><u>justify</u></b> why.          (Outstanding) 7</p>	
<p><b>How can you do your work?</b></p> <p>Google slides presentation          Video          VLog</p>	
<p><b>Further help &amp; suggestions:</b></p> <p><a href="https://www.youtube.com/watch?v=XzG81eguBcM">https://www.youtube.com/watch?v=XzG81eguBcM</a></p>	

## Assessment Criteria

### Mark scheme:

Mark	What I need to do:
7	Outstanding. Extremely well presented work. Sophisticated and sustained explanation of each of the 10 components of fitness, with extra detail. Excellent use of keywords and terminology which is specific to PE. The two most important components of fitness have been accurately chosen for the sport chosen and correctly justified.
6	Excellent. Well presented with detailed description and explanation of each of the 10 components of fitness. Excellent use of keywords and terminology which is specific to PE. The two most important components of fitness have been accurately identified for the sport chosen and mostly justified correctly.
5	Very good. Well presented work. Detailed description and explanation of each of the 10 components of fitness. Very good use of keywords and terminology which is mostly specific to PE. The two most important components of fitness have been mostly identified for the sport chosen accurately and some justification included.
4	Good. Mostly well presented work overall. Good description and explanation of most, but not all, the 10 components of fitness. Good use of keywords and terminology. Some sporting examples are included, but the components of fitness identified are not always relevant. Some justification included.
3	Satisfactory. A fairly clear description of some of the 10 components of fitness but not always explained. Keywords and correct terminology sometimes used. Few, if any sporting examples included, the components of fitness identified are mostly not accurate.
2	Limited. Some attempt made to identify, describe and explain each component of fitness. Some use of keywords and terminology. No opinions and no justification. No sporting examples.
1	Very Poor. Very little effort made with project. Very limited (if any) description or explanation of the 10 components of fitness.

## LIV IHP - Religious Education 2023

<b>Start Date:</b> W/B 20 February 2023	<b>Completion Date:</b> W/B 20 March 2023
<b>To complete an information booklet/leaflet to help prepare a young Muslim for the Hajj Pilgrimage. This is a two week homework assignment.</b>	
<b>WALT:</b> You must use research skills to extract details of at least 5 places of significance on Hajj. You need to explain the symbolic actions and state of mind which will be required as part of your worship as a pilgrim on your visit.	
<b>WILF:</b> You must include in your work a good understanding of words like: worship, devotion, submission, equality, religious duty, purification, the devil, ihram, spiritual . You need to show that you understand WHERE the following places are and WHAT TAKES PLACE THERE: The great Mosque, The Kaba, Black Stone, Marwa and Safa, Arafat, The Three pillars of Mina.	
<b>What you have to do?</b> Check out your IT leaflet Skills. Can you design an information type text? Can you find a useful map to locate Makkah? This task may require you to dip into other subject areas in addition to giving explanations of religious activities. Read and view your resources. Plan your work around research questions such as where, when, who, why, what etc. Make a list of what you will include. The following tasks may be helpful for ideas: <ul style="list-style-type: none"> <li>● Explain the dress code</li> <li>● Provide your reader with a <u>Daily Plan showing the order you visit each place</u></li> <li>● How should the pilgrim prepare themselves for each stage?</li> <li>● What emotions might they experience?</li> <li>● At which event might they feel closest to Allah?</li> <li>● Why is this such an important experience for a Muslim? Explain the <u>spiritual benefits</u> of taking part in this experience for the Muslim believer.</li> </ul>	
<b>How can you do your work?</b> Additional marks will be given for work which shows a good use of IT. You could decide to write in first person a long letter sharing your experience and details of Hajj to a first time pilgrim or create an information pack.	
<b>Further help &amp; suggestions:</b> Could you interview a Muslim who has experienced Hajj? There are also many personal recounts online to help. Useful visual resources can also be found on YOUTUBE: <a href="https://www.youtube.com/watch?v=iM81wroj_MQ">https://www.youtube.com/watch?v=iM81wroj_MQ</a> Collect paper resource sheets from L5	
<b>Mark</b>	<b>Assessment Criteria:</b>
7	Evidence of a wide range of research skills, confident language use. Work is well presented for best effect.
6	Evidence of an ability to offer evaluative comments on research.
5	Evidence of some confident use of information.
4	Evidence of some explanation but not fully supported.
3	Evidence of some understanding but mostly description.
2	Evidence that the work is largely copied.
1	No evidence of connection with the task.

