



MAYVILLE
HIGH SCHOOL

Founded in 1897

Remove



Independent Homework Projects

Spring Term

2024

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>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>Transition to Remove No IHPs this term</i>			<i>Geography</i>	<i>8-1-24</i>	<i>5-2-24</i>	<i>EoY Exam revision No IHPs this term</i>		
			<i>ICT</i>	<i>19-2-24</i>	<i>18-3-24</i>			

Remove IHP - Geography 2024

Start Date: W/B 8 January 2024

Completion Date: W/B 5 February 2024

Design a 'high adrenaline' adventure park
This project should take you 2 - 3 hours to complete.

WALT:

- Research what different 'high adrenaline' adventure parks are like.
- Create a map of your own 'high adrenaline' adventure park.
- Present your work in a clear and interesting manner, using a key.
- Use a range of geographical vocabulary to describe the adventure park that you have designed.

WILF:

- Evidence that you have researched different 'high adrenaline' adventure parks in the UK to gather ideas.
- A detailed and clear map showing the design of your adventure park that includes a key.
- Well presented, creative work that clearly communicates what your adventure park is like.
- A good range of geographical vocabulary used throughout your work.

What you have to do:

You need to design your own 'high adrenaline' adventure park and produce a map showing its design. It could involve woodland or an area of lakes and ponds. You should start your work by researching different examples of 'high adrenaline' adventure parks in the UK (e.g. Zip World Forest, Conwy, Wales).

Your design needs to include the following:

- Create a map. You might like to base your plan on a local area using an OS map.
- Plan and locate the adventures you wish to offer on your map.
- Locate a car park, footpaths and other services such as shops, cafes and toilets.
- Make sure you include a key to identify the features on your map.
- Write a detailed description of what your 'high adrenaline' adventure park is like and what adventures you offer.

How can you do your work?

- You can complete your work on paper or using the computer.
- You can complete your design on top of an existing map or you can draw the whole map yourself.

Assessment Criteria

7	<ul style="list-style-type: none">● Evidence of research carried out independently.● A well - presented and detailed map of design.● An innovative and creative piece of work.● An impressive final piece of work.● Has embedded the use of detailed, specialist vocabulary correctly in written work.
6	<ul style="list-style-type: none">● Evidence of research carried out independently.● A well-presented and detailed map of design.● Evidence of thought and effort that has gone into design.● A very good final piece of work.● Has used relevant key terms accurately and appropriately in written work.
5	<ul style="list-style-type: none">● Evidence of research carried out independently.● A well presented map of design.● Clear evidence of time and effort that has gone into design.● A very good final piece of work.● Has used key terms accurately in written work.
4	<ul style="list-style-type: none">● Evidence of research carried out independently.● A good attempt at producing a map of design.● Evidence of thought and effort that has gone into design.● A good final piece of work.● Has used some key terms correctly in written work.
3	<ul style="list-style-type: none">● Evidence of research carried out independently.● Has attempted to produce a map of design.● Some evidence of thought and effort that has gone into design.● A complete final piece of work.● Has used some key terms in written work but not always correctly.
2	<ul style="list-style-type: none">● Evidence of research carried out independently.● Has attempted to produce a map of design.● Little evidence of thought or effort put into design.● Incomplete final piece of work.● Has used a limited range of key terms in written work.
1	<ul style="list-style-type: none">● Limited evidence of research carried out independently.● No evidence of thought or effort.● Incomplete and unsatisfactory final piece of work.● Uses very few key terms in written work.

REMOVE IHP - ICT 2024

Start Date: W/B 19 February 2024

Completion Date: W/B 18 March 2024

This project should take between 2-3 hours

WALT:

Understand the importance of digital safety and responsible online behaviour.

Explore strategies for staying safe while using computers and the internet.

Foster a positive online environment by being a role model for others.

Enhance creativity and communication skills through the creation of a digital artefact.

WILF:

Create an informative and creative artefact that educates your peers on how to safely use computers and the internet. Explore the concept of being positive online role models and share practical tips for staying safe and responsible in the digital world.

What you have to do?

Steps:

1-Research and gather information: Conduct research on digital safety and responsible online behaviour. Look for tips, guidelines and stories that emphasise the importance of staying safe and being positive role models online.

2-Choose a presentation format: Decide on the format for your presentation. You can create a slideshow using powerpoint, google slides or any other presentation software, or you can opt for an alternative format such as a video, poster or comic strip.

3-Outline your presentation: Create an outline that includes key sections and points you want to cover. This will help you organise your information effectively and ensure a coherent flow.

Content ideas: consider including the following topics if your presentation:

- a) Personal information protection.**
- b) Cyberbullying awareness and prevention.**
- c) Identifying and avoiding online scams.**
- d) Creating strong passwords and practicing good password hygiene**
- e) Recognising and handling online strangers.**
- f) Being respectful and kind in online interactions.**
- g) Navigating social media responsibly.**
- h) Understanding the impact of online actions and digital footprint**

4- Creative presentation elements: Use your creativity to make your presentation visually appealing and engaging. Incorporate images, illustrations, infographics and relevant videos to enhance the content and capture your audience's attention.

5-Interaction components: Include interactive elements to actively involve your peers. This could be a quiz, discussion questions or scenarios for group activities. Encourage your classmates to think critically and actively participate/

6-Positive online role models: Highlight the importance of being positive role models online and share examples of how students can lead by example. Encourage your peers to practice kindness, empathy and responsible digital citizenship.

7-Share practical tips: Provide practical tips and strategies for staying safe online. Explain how to recognise and report inappropriate content or behaviour, how to protect personal information and how to seek help if needed.

8- Reflect on your learning: Write a short reflection on what you have learned throughout the project. Include any challenges you faced and how you can apply the knowledge and skills gained in your own online activities.

Challenges

1. Create a digital safety pledge for students to sign, committing to be positive role models and follow safe online practices.

2. Organise a class discussion or Q&A session where students can share their experiences, insights, and concerns related to digital safety and being positive online role models, this could be through audio recordings or videos.

How can you do your work?

Google Classroom

Further help & suggestions:

[NSPCC](#)

[Think You Know](#)

[BBC](#)

Assessment Criteria

Level 2-3	Level 4-5	Level 6-7
Completed to the required standard.	Completed or attempted the work to a high standard.	Completed the work to the highest standard or has gone beyond the required task.