



# Developing Digital Families

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# Glenthorne High School

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- 11-19 mixed comprehensive academy
- Approximately 1,550 pupils
- Large 6<sup>th</sup> Form
- Frog school since 2007
- Launched Frog Learn in January 2015

# Before Frog Learn

- Mostly used for file storage
- Little engagement

# Frog Learn

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- Clear strategy and rationale for homework setting
- Clear and consistent homework policy
- Collaboration with Network Manager
- INSET day launch
- High Profile

# Jazz

## Unit 13: Year 8 Music Homework

Homework 1	Homework 2	Homework 3	Homework 4 (core)	Homework 5	Homework 6	Video Tutorials
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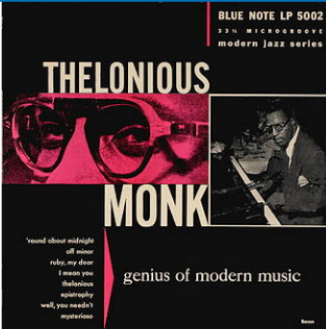
### Unit 13: Homework 1

#### The Bass & Treble Clef

**Learning Objective**  
To be able to read the notes of the bass and treble clefs.

**Extra Challenge**  
To be able to identify the notes above and below stave using ledger lines.

**COMPLETE ALL THREE TASKS**  
**YOUR KNOWLEDGE WILL BE TESTED NEXT LESSON**



"Round Midnight" by The Thelonious Monk

## Coasts Exam Question

Complete all exam questions given at the end of the lesson. There are three pages of questions and all must be completed. This should take you 50 minutes with 10 minutes to proof read your answers.

The resources needed are attached under the tab (resources). Ensure you use the right resource for the right question. The figure number is at the top of each resource.

- Use your revision guide to help with answers.
- Read the questions carefully, ensuring your answering what they are asking.
- Read the marks and command words to know how many points to include and whether to develop your answer.

Extra Challenge: Try to complete one set of questions without using revision material.

[Click here to download the file 'doc09737620170103162334\\_1'](#)

[Click here to download the file 'doc09737720170103162356\\_1'](#)

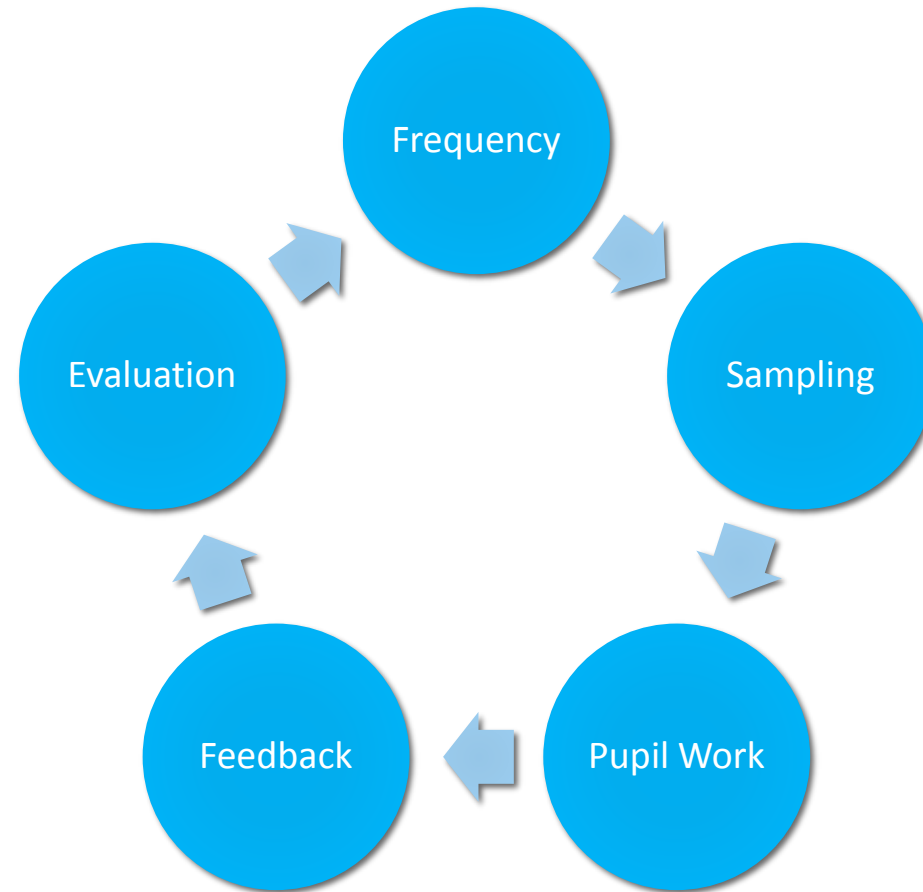
# Overcoming Challenges

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- Sharing the bigger picture
- Earlier adopters
- Clear launch date
- Training
- Maintain a high profile
- Access to Internet

# Monitoring





# Frequency

Dept	Y7 hw target	Y7 hw on FROG	Y7 hw %age	Y8 hw target	Y8 hw on FROG	Y8 hw %age	Y9 hw target	Y9 hw on FROG	Y9 hw %age	Y10 hw target	Y10 hw on FROG	Y10 hw %age	Y11 hw target	Y11 hw on FROG	Y11 hw %age	TOTAL hw target	TOTAL hw on FROG	TOTAL hw %age
Art	9	6	66.67%	9	6	67%	6	3	50%	8	5	63%	8	5	63%	40	25	62.5%
Business										2	3	150%	2	1	50%	4	4	100.0%
Dance										2	2	100%	6	1	17%	3	3	100.0%
Design and tech	26	27	103.85%	26	23	88%	14	6	43%	8	7	88%	6	5	83%	80	68	85.0%
Drama										12	9	75%	12	12	100%	24	21	87.5%
English	36	30	83.33%	36	29	81%	36	31	86%	36	28	78%	40	22	55%	184	140	76.1%
Geog	18	17	94.44%	18	18	100%	18	17	94%	10	6	60%	10	11	110%	74	69	93.2%
History	18	21	116.67%	18	17	94%	18	19	106%	10	12	120%	8	8	100%	72	77	106.9%
ICT	18	19	105.56%	18	16	89%	9	6	67%	4	2	50%	2	1	50%	51	44	86.3%
Maths	36	28	77.78%	36	29	81%	36	33	92%	36	32	89%	32	27	84%	176	149	84.7%
Media										8	7	88%	8	6	75%	16	13	81.3%
MFL	18	18	100.00%	18	15	83%	18	16	89%	24	19	79%	20	12	60%	98	80	81.6%
Music	18	20	111.11%	18	18	100%	18	16	89%	4	4	100%	4	4	100%	62	62	100.0%
PE										2	3	150%	2	6	300%	4	9	225.0%
RS	9	10	111.11%	9	9	100%	9	8	89%	2	2	100%	2	2	100%	31	31	100.0%
Biology										6	4	67%	8	14	175%	14	18	128.6%
Chemistry										6	8	133%	8	9	113%	14	17	121.4%
Physics										6	3	50%	8	11	138%	14	14	100.0%
Science	36	33	91.67%	36	35	97%	36	36	100%	24	23	96%	24	18	75%	156	145	92.9%
VocEd										2	2	100%	2	0	0%	4	2	50.0%
Total	242			242			218			212			212			1126	991	97.0%

# Pupil Work

*Oil drilling question bank*

3	Drilling will damage the fragile ecosystem. Birds, bears, wolves and moose will be badly affected.	6	Jobs are needed, that the oil industry provides. Money is needed to make living in harsh conditions easier.	3	Drilling Alaskan oil will not reduce price of oil. It should remain a wilderness.	8	Drilling would affect Tuit culture and livelihood. Affecting the breeding of caribou, would impact Tuit people who need them for food.
5	Modern technology means oil companies can extract without damaging the environment.	9	We should not be drilling for more fossil fuel. We should be investing in other forms of energy.	7	They only want to drill 3000 hectares out of 3 million in the ANWR.	10	USA needs oil: they don't want to depend on foreign oil.
1	Experience gained at Prudhoe Bay means there has already been new ideas of how to mitigate (reduce) the risks.	4	Most of the infrastructure (pipelines) necessary for transporting the oil is already in place.	6	Oil spills cause local fishermen to lose income as they cannot fish in the polluted waters.	4	The Trans-Alaska pipeline, that transports oil from the north to the south of Alaska, leaked in 2006. It spilled 1 million litres of oil over tundra land.
2	In 1989 a super tanker Exxon Valdez spilt 42 million litres of oil.	1	The Exxon Valdez spill caused 390,000 seabirds, 300 seals, 250 eagles and 22 killer whales to die.	7	ANWR is a wildlife refuge which means it is a protected area.	5	High prices of oil have made drilling for oil in Alaska's Arctic National Wildlife Refuge (ANWR) an important issue.

*Interesting, why did you rank this first?*

*Oil drilling question bank*

P: I don't think that oil drilling should be allowed because it is killing off wildlife eg. The Exxon Valdez spilt 42 million litres of oil which ended up killing 390,000 sea birds, 300 seals, 250 eagles and 22 killer whales. Oil spills have caused local fishermen to lose income as they can't fish due to the polluted waters. *needs explanation*

EV: *This isn't linked to the question.* *needs development* *what is the knock-on effect of this?* *what is the knock-on effect of this?*

WHN: Some valid evidence used to support your first point.

EBI: Next time, refer to the instructions carefully, you needed to 'evaluate' that means giving both sides of the argument and then making a concluding statement agreeing or disagreeing with the question. (Refer to command words at the front of your book.)

# Evaluation

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Five ingredients of high quality homework:

1. Success criteria
2. Challenge & engagement
3. Time-driven
4. Varied & creative
5. Well-planned & integrated in scheme of work

# Evaluation

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## Parent survey

- Homework on Frog by 3pm
- Realistic expectations
- Variation of tasks
- Phased introduction to homework for Year 7

# Parent Survey

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1. In Year 7 each homework task should engage pupils for 30 minutes. On average, does it take your son/daughter 30mins to complete each homework task?
2. When completing a homework assignment, how clear are the teacher expectations on the standard that the work should be completed to?
3. On average, how appropriate is the challenge of the homework tasks that your son/daughter is being set?
4. Is your son/daughter always supplied with the correct resources needed to complete the task? (i.e. worksheets, reading material, etc.)
5. Are you son/daughter's homework tasks available on Frog by 3 pm on the day that they are set?

# Parent Survey - Outcomes

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- Pupils spending much more time than expected on tasks
- Homework affecting family life and preventing pupils from taking part in extra curricular activities
- Focus on quality not quantity
- Homework needs to be more varied

# Evaluation

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Impact on staff workload

Matching the needs of each department

# Homework INSET

## Ideas For Varying Homework

### Frog Discussion Forums



**Task:** Use a text, visual, audio or video stimulus to spark an online class conversation that is moderated by the teacher. **EC:** Ask pupils to make arguments from a specific point of view or make connections between other topics that they have covered.

### Flip learning: Peer comprehension questions



**Task:** Pupils carry out pre-reading where they write their own comprehension questions and answers on cards. These are then used a starter activity to quiz their partners understanding of the text. **EC:** Include analyse, evaluate and/or create style questions.

### Frog Quizzes



**Task:** Pupils complete an online self-marking Frog Quiz. These could be set regularly throughout the year to ensure that pupils keep engaging with the topics they have covered. **EC:** Develop a range of different question types that promote problem solving skills.

### Revision Cards



**Task:** Pupils create a set of revision cards based on a recent topic (Q&A format, definitions /keywords, mnemonics). These cards can be collected and distributed at regular intervals to support with preparation for linear exams. **EC:** Focus on ranking, evaluating, critiquing; content that overlaps with next Key Stage.

### Frog Snap



**Task:** Capture evidence of pupil work in lesson as a video, photo or audio file and send to a Frog Timeline. Pupils then self assess their work with WWW and EBI comments and plan their next three steps to complete next lesson. **EC:** Pupils compare their work against something professionally produced.

### Speaking with Confidence



**Task:** Give pupils a controversial statement or a set of photos to compare and contrast. They prepare statements that can be used in a discussion or debate with a partner at the beginning of the following lesson. **EC:** Give pupils a list of challenge subject specific language that they must use accurately.

### Quality Research Homework



**Task:** Pupils will use the research guides on Frog to create a piece of quality research homework. They will learn to evaluate sources, search effectively, understand plagiarism and use reliable web sites to conduct their research. **EC:** Pupils create short bibliographies for the work they produce.

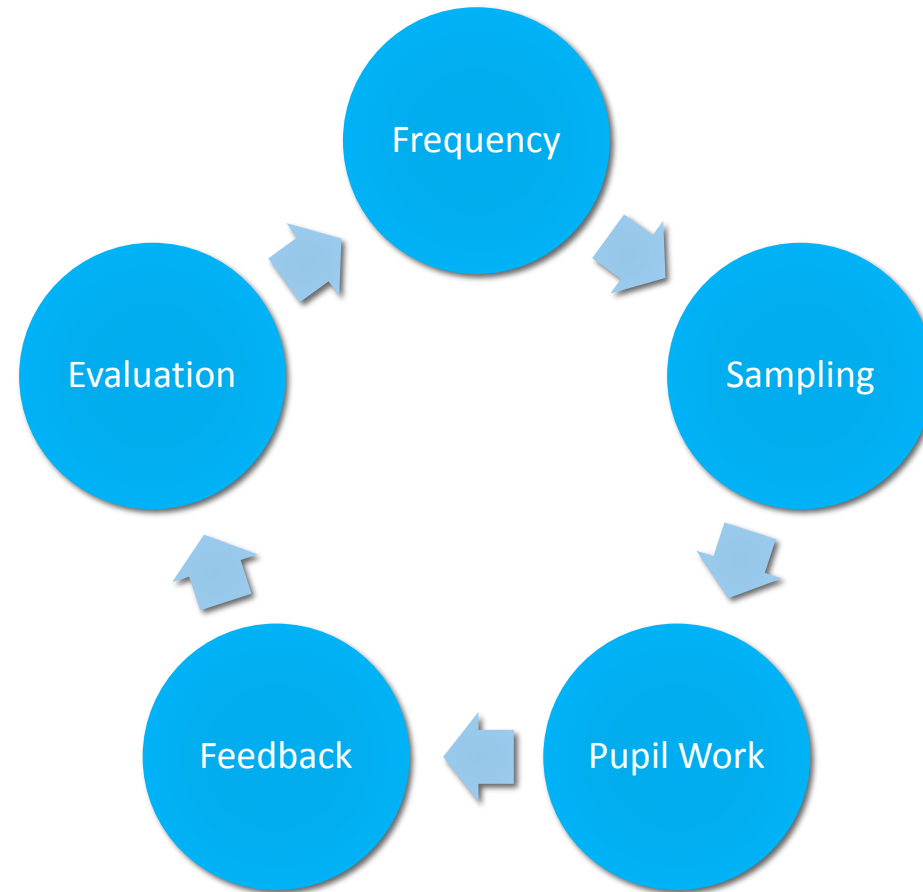
### 5 Features of high quality homework at Glenthorne

- Clear success criteria
- Challenging and engaging
- Time-driven. Can homework be completed in the time allocated?
  - Varied and creative
- Well planned and integrated into schemes of work



# Monitoring

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