

Lacon Childe School

Homework policy

Version Control

Policy author: Head of School
Policy approved by: Executive Headteacher
Next policy review date: Summer 2025

| Version | Date | Details |
|---------|-----------|------------|
| 1.0 | July 2024 | New Policy |

Introduction

The following policy is designed to ensure consistency across Lacon Childe School in terms of homework setting and marking. This policy aims to ensure that students are given the opportunity to develop knowledge, specific skills, and understanding outside the classroom, without overburdening students or staff with homework and marking respectively.

Learning at home is an essential part of good education. Regular homework is important, since it serves as an intellectual discipline, establishes good study habits, eases time constraints on the amount of curricular material that can be covered in class, and supplements and reinforces work done in school. In addition, it fosters student initiative, independence, and responsibility, and brings home and school closer together. It helps students to become confident, resilient and independent in their learning, which will help throughout their time at school, and in adult life.

Why is homework important?

If a student completes an hour's homework per school night for five years, it is the equivalent of an extra school year. In addition:

- It can help students to make more rapid progress in learning.
- It can provide students with the opportunity to:
 - practise further what has been learnt in class.
 - apply what they have learnt in new contexts or situations.
 - prepare them for future learning.
 - integrate skills with knowledge and concepts.
- It can allow students to develop the practice of independent learning. This way of working is vital at the later stages of secondary education, and after.
- Work at home can provide the quiet and private conditions needed for work of all kinds.
- It gives the most enthusiastic students the opportunity to apply their passion and gain a deeper insight into the subject.
- It can allow students to use materials and other sources of information that are not always available in the classroom such as the internet, podcasts, TV documentaries, and news reports.
- It can involve parents and others in students' work for their mutual benefit.
- It can give opportunities for long term research, enquiries, and other work.
- It can form an important part of the student's notes – in preparation for the next lesson, and for revision.
- It gives students valuable experience of working to deadlines.

Creating sustainable study habits

All of the teaching methods, advice and guidance that we offer parents/carers is based on research and on strategies that have been proven to work. We believe that there is a positive correlation between hard work, excellent effort and success – good study habits, from how and when to study, are a key aspect of this and are proven to have a significant impact on the mental wellbeing of students, as well as on their academic success.

Clear routines, high expectations and hard work have a positive impact on students. The research clearly shows that uncertainty is the cause of stress, so this is why we have explicit rules and behaviours that we expect from our students. Stress should not be viewed as a negative emotion and research has shown it can be a good thing. It helps individuals work harder, be focused and feel better.

How can I help and support my child at home to develop good work habits?

- Make sure your child has a quiet, distraction free place to complete work at home.
- Mobile phones are a distraction and are proven to reduce concentration by 20% when completing a task. Make sure your child puts their mobile in another room when they are working.
- Believe your child can achieve the highest grades and tell them so every day.
- Promote reading. Listen to your child read as often as you can. Show an interest in what they are reading and ask them questions about the book.

- Ensure they get enough sleep: have a cut off point for electronic devices (approx 1 hour before bedtime) and encourage them to read when in bed rather than using their phone.
- Buy your child an alarm clock so that they do not need a phone in their room.
- Make sure they are eating a balanced diet and drinking plenty of water.
- Talk to them about the need to be organised and help them to prepare their school bag the night before.
- Talk to them about the link between anxiety and being disorganised.
- Remind them that re-reading notes and highlighting notes are not effective ways to study. This is why we do not set them as homework tasks.
- Take an interest in what they are learning. Ask them to show you their exercise books and knowledge organisers. Ask them questions using these as a prompt.

Homework tasks

1. **Reading (Year 7):** Reading underpins everything that our students do in school. We believe that our students are entitled to become competent, resilient and fluent readers by: equipping them with a range of skills and strategies; promoting reading of challenging texts; and developing an appreciation of a wealth of literature to build upon their cultural capital. Evidence suggests that children who read every day not only perform better in tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. A recent Department for Education study showed that there "is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day". At Lacon Childe School, we recognise the importance of reading and expect that every Year 7 student should be reading 3 times per week for a minimum of 20 minutes.
 - Please see appendix 1 for further details and expectations.

2. **Maths:**

Sparx Maths creates perfectly tailored practice homework for each student each week driven by our school's scheme of learning. The practice is challenging, to ensure students need to think and, crucially, achievable so that students can be successful. The practice uses spaced repetition and interleaving to support a change in students' long-term memories. Sparx Maths is inclusive and can adapt to all students' current level of expertise. This promotes engagement, confidence and ultimately learning.

3. **Online quizzes:** Interactive online packages and study tools support students' learning by testing what they have learnt in class and then providing instant feedback. Through the use of self-marking quizzes combined with teacher feedback, online quizzes give students a clear picture of their progress and help them take steps to improve their results. Students can access a wealth of reliable, curriculum-mapped materials to support their learning and help fill the gaps in their knowledge. The benefits of online quizzing packages are as follows:
 - Workload reduction – no marking is required.
 - Easy and effective tracking at student, class, and year group level.
 - A time saver in lessons – teachers do not need to spend time checking this homework.
 - Question level analysis which provides teachers with students' successes and knowledge gaps.
 - Instant feedback to students.

The following online packages are examples of those that could be used at Lacon Childe School:

- Sparx Maths, Seneca, quiz packages e.g. Carousel Learning, Microsoft forms, Kahoot, Mentimeter, Quizizz, Quizlet.

4. **Retrieval:** Retrieval practice is the process of getting students to retrieve the information that they have learnt. It is low stakes and is not a test; the focus should always be on a student thinking hard and trying to retrieve the information as this is what strengthens the memory. At Lacon Childe School, we will use revision/flash cards; Read, Cover Repeat, Check; Mind Maps; and Revision Clocks to support students in retrieving key knowledge.

- a) **Revision/Flash cards:** Students will create flash cards based on core knowledge. An effective flash cards should contain a desirably difficult question on one side and the answer on the other side. For example, on one side the English word and the other the German word or on one side, the question 'Who became king after the death of Henry VII?' and on the other side the answer 'His son King Edward VI'.

Students can use the flash cards to help them self-quiz or ask someone else to quiz them. Whilst in use, students should place their flash cards into one of three piles:

- Sorted! – this pile should be used if students get the answer(s) right.
- Getting there – this pile should be used if students get the answers mostly right.
- Needs more work – this pile should be used if students get the answer wrong or don't feel confident.

After sorting flash cards into piles, students should then work through the 'getting there' pile and begin to move these cards to the 'sorted' pile as their confidence and retrieval strength builds. The final step is to tackle the cards in the 'needs more work' pile, using the same process.

- Please see appendix 2 for examples.

b) Read, Cover, Repeat, Check:

Students read up to four chunks of information from their book

- They cover it with their pencil case/book/a piece of paper
- They try to write it down accurately from memory (integrity)
- They check against their class notes/knowledge organisers and correct errors and fill gaps in purple pen
- Repeat until they are able to write the information down accurately.
 - Please see appendix 3 for examples.

c) Mind Maps:

Mind Mapping helps students to note down only the most important information using keywords, then make connections between these facts and ideas visually – keeping all information on a topic together in one place.

- Identify knowledge:
Select the topic. Ensure class notes/knowledge organisers are ready.
- Identify sub topics:
Place the main topic in the centre of the page and identify sub-topics that will branch off. They try to write it down accurately from memory (integrity)
- Branch off:
Branch off your sub-topics with further detail. Try not to fill the page with too much writing.
- Use images and colour:
Use images and colour to help topics stick into your memory.
- Put it somewhere visible:
Place completed mind maps in your book where you can see them frequently.
 - Please see appendix 4 for examples.

d) Revision Clock:

The Revision Clock is a helpful way to condense notes, interleave topics, and break revision into manageable chunks:

- Divide a page into 12 segments like numbers on a clock face breaking the topic into small manageable chunks.
- The aim is to spend 5mins per section.
- This can be completed all at once, or over a series of tasks.
- As a retrieval task no notes are allowed!
 - Please see appendix 5 for examples.

5. Application tasks: students will complete a range of application and deliberate practice tasks including exam questions, worksheets, pre-reading with questions and planning for extended writing pieces.

Frequency

We firmly believe that getting into good study habits and building routines is the key to success - we provide students with a homework timetable to support this. Although homework will be set on Mondays-Fridays we expect students to complete homework on school nights only (Sunday to Thursday) which means that no homework is to be completed on the weekend (homework set on Friday to be completed on Sunday). Building routines early on will ensure that foundations are secure, enabling all students to cope as homework demands increase in later years. When students' progress to Years 10 and 11, homework timetables vary according to the subjects they have chosen to study. However, we fundamentally believe that a range of revision strategies must underpin the approach to homework to enable students to select effective revision methods when approaching their end of unit assessments and examinations.

Supporting organisation

To support students' organisation, all students will be provided with a homework timetable which gives an overview of which subject(s) homework will be set in each week.

Homework club

A staffed weekly homework club is available in the centre; this is open to all students and provides them with a calm environment in which to complete their homework. It allows them access to books, computers and printers. Those students who miss homework deadlines may be asked to attend this homework club for a period of time to support them to improve their organisational skills and homework habits.

Homework tasks and time allocation

Year 7

To support Year 7 students as they transition from KS2 to KS3, homework will be implemented in two phases across the year. In Autumn term 1, students will complete reading (3 x 20 minutes) and Sparx Maths (3 x 20 minutes) each week. In Autumn term 2 we will introduce homework in all other subject areas.

Year 7 – Autumn term 1

Students in Year 7 are expected to complete the following every week:

1. Reading: reading logs will be used to monitor reading – these will be checked by tutors each week.

2. English: English and SPaG tasks will be set weekly using student booklets
 - If the homework is incomplete, a B2 sanction will be applied.
3. Sparx Maths: students will complete Sparx Maths tasks – these will be checked by Maths staff each week.
 - Students should attempt all tasks.
 - If the homework is incomplete, a B2 sanction will be applied.

| | | |
|------------------------|--|---|
| Monday | Reading (3 x tasks – 20mins) English and SPaG (1 task – 20mins) | Sparx Maths: roll out from 16/09/24 (3 x tasks) |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| How long total? | 80 minutes | 60 minutes |

Year 7 - Autumn Term 2 onwards

Students in Year 7 are expected to complete the following every week:

1. Reading: reading logs will be used to monitor reading – these will be checked by tutors each week.
2. English: English and SPaG tasks will be set weekly using student booklets
3. Sparx Maths: students will complete Sparx Maths tasks – these will be checked by Maths staff each week.
4. Science will set homework on a weekly basis. These tasks will be set and checked by their subject teacher.
5. All other subjects except PE will set homework on a two-weekly basis. These tasks will be set and checked by their subject teacher. PE will set homework at the end of each half term.
 - Students should attempt all tasks.
 - If the homework is incomplete, a B2 sanction will be applied.

| | | | | |
|------------------------|--|--------------------------------------|------------------------------|--|
| Monday | Reading (3 x tasks – 20mins) English and SPaG (1 task – 20mins) | Sparx Maths (3 x tasks 20mins) | Science (1 x task 15mins) | Nine subjects fortnightly (1 x task 15mins) |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |
| How long total? | 80 minutes | 60 minutes | 15 minutes | 135 minutes |

Year 8

Students in Year 8 are expected to complete the following every week:

1. English: English and SPaG tasks will be set weekly using student booklets - these will be checked by English staff each week.
2. Sparx Maths: students will complete Sparx Maths tasks – these will be checked by Maths staff each week.
3. Science will set homework on a weekly basis for Biology, Chemistry and Physics. These tasks will be set and checked by their subject teacher.
4. All other subjects except PE will set homework on a two-weekly basis. These tasks will be set and checked by their subject teacher. PE will set homework at the end of each half term.
 - Students should attempt all tasks.
 - If the homework is incomplete, a B2 sanction will be applied.

| | | | | |
|------------------|---------------------------------------|--|--|---|
| Monday | English (1 x task – 30 minutes) | Sparx Maths roll out from 30/09/24 (3 x tasks – 20 minutes) | Science (3 x tasks Biology Chemistry Physics – 10 minutes) | Nine subjects fortnightly (1 x task each – 20 minutes) |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |
| How long? | 30 minutes | 60 minutes | 30 minutes | 180 minutes |

Year 9

Students in Year 9 are expected to complete the following every week:

1. English: English tasks will be set weekly - these will be checked by English staff each week
2. Sparx Maths: students will complete Sparx Maths tasks – these will be checked by Maths staff each week.

3. Science will set homework tasks three times each week. From the Spring term, these will be split specifically into Biology, Chemistry and Physics. Tasks will be set and checked by their subject teacher.
4. All other subjects except PE will set homework on a two-weekly basis. These tasks will be set and checked by their subject teacher. PE will set homework at the end of each half term.
- Students should attempt all tasks.
 - If the homework is incomplete, a B2 sanction will be applied.

| | | | | |
|------------------------|------------------------------------|---|--|---|
| Monday | | | | |
| Tuesday | | | Science (3 x tasks) | |
| Wednesday | English (1 x task – 30 minutes) | Sparx Maths: roll out from 30/09/24 (3 x 20 minute tasks) | Biology Chemistry Physics – 10 minutes) | Nine subjects fortnightly (1 x task each – 25 minutes) |
| Thursday | | | | |
| Friday | | | | |
| How long total? | 30 minutes | 60 minutes | 30 minutes | 225 minutes |

Years 10 and 11

Students in Years 10 and 11 are expected to complete the following every week:

1. Maths: students will complete the following Maths tasks – these will be checked by Maths staff each week.
Year 10 (2x30mins Sparx Maths in the Autumn Term, rising to 3x30mins in the Spring and Summer Terms)
Year 11 (2x30min Sparx Maths and 1 x past paper)
2. Subject homework:
 - Retrieval revision homework e.g. using flashcards to quiz and test on words, definitions, and key concepts.
 - Online quizzing e.g. using online quizzing packages to quiz on subject specific content.
 - Application tasks e.g. written response/exam style questions/pre-reading with questions.

NB: No homework will be set for core PE.

Year 10

| Subject | Number of tasks per week | Total time in minutes per week |
|--------------------------------------|--|--|
| Maths (Sparx roll out from 23/09/24) | Autumn term - 2 tasks of 30 minutes each Spring term onwards - 3 tasks of 30 minutes each | Autumn term - 60 minutes Spring term onwards - 90 minutes |
| English | 1 task x 60 minutes | 60 minutes |
| Science | 3 tasks of 20 minutes each (Biology, Chemistry, Physics) | 60 minutes |
| Option subjects | 4 tasks of 45 minutes each (one homework task per option) | 180 minutes |

Year 11

| Subject | Number of tasks per week | Total time in minutes per week |
|--------------------------------------|--|--------------------------------|
| Maths (Sparx roll out from 16/09/24) | 3 tasks of 30 minutes each | 90 minutes |
| English | 1 task of 60 minutes | 60 minutes |
| Science | 3 tasks of 20 minutes each (Biology, Chemistry, Physics) | 60 minutes |
| Option subjects | 4 tasks of 60 minutes each (one homework task per option) | 240 minutes |

Timetables

- Students will receive a personalised homework timetable at the beginning of term in September. Teachers will then set homework according to the timetable. Please see appendix 6 for 2024-2025 timetables.

Homework during exam periods

- Year 10 and 11 students will only be set revision homework during their annual examination/mock examination periods and the two weeks leading up to them.
- Year 7, 8, 9 will be set revision homework the week before and during the week of their annual exams. Reading for Year 7 according to the schedule in place will continue during this time.

Homework expectations

- **Quantity:** We expect all students to be spending the appropriate amount of time on their homework. However, we appreciate that some students may struggle to complete the tasks in the allocated time. If your child has spent the allocated time on their homework and not been able to complete all the tasks, please email their teacher.
- **Quality:** We have a sharp focus on effort levels both in school and for homework, as there is a strong correlation between the amount of quality homework completed and student progress. All work produced must be a true representation of what your child can do when they put in their best effort. When providing feedback, teachers will make a judgement on the quality of homework based upon the students' previous work.
- When genuine reasons for not completing homework are communicated to us, sanctions will not be given. If your child does not understand the homework task, they should speak to their teacher well before the deadline date to clarify what to do or get some extra support. Please be aware that if your child is absent when the homework is set, it is their responsibility to catch up with any work missed in the lesson and find out what homework was set. However, they will not receive a sanction.

Teachers

The following strategies should be used:

- When setting the homework task(s), please:
 - ✓ explain the principle behind the homework task during the lesson
 - ✓ Set the task as soon as possible after the lesson on Arbor and in the back of students exercise books
- In Years 10 and 11 particularly when there could be multiple tasks to the homework, please give a time guide as to how long students should spend on each task and which task they should complete first.
- When checking homework, students should be issued a B2 if no homework is submitted. Students should have attempted all tasks. If parents/carers have emailed you to state that the student has spent the allocated time on the task, please do not issue a B2.
- If you are expecting students to complete a worksheet, please provide them with a paper copy.
- If a student is absent, it is their responsibility to catch up any missed work. However, teachers must ensure that students have access to the necessary material and understand the task that has been set. A sanction should not be given if the child was absent when the homework was set.

How will the homework policy work in practice?

All students should

- check homework set on Arbor and ensure their understanding of the homework tasks;
- demonstrate a commitment to spending an allocated time doing the tasks set;
- complete all work set the best of their ability;
- speak to their teacher about any issues with the homework before the homework completion date;
- present homework appropriately;
- hand the work in on time;

All parents/carers should

- check homework set on Arbor
- aim to provide a reasonably peaceful, suitable place in which students can do their homework or help students attend other places where homework can be done, such as the Learning Resource Centre;
- make it clear to students that they value homework, and support the school in explaining how it can help them make progress at school;
- encourage students and praise them when they have completed homework;
- expect deadlines to be met and check that they are;
- check that tasks have been set in line with the homework timetable;
- sign the daily reading log if your child is in Year 7 and support your child to read;
- if concerned, email the teacher to say that the required amount of time has been spent on the homework;
- inform the school if an issue arises.

All teaching staff should

- set homework that is appropriate to the ability of the students and meets the guidelines stated in the 'homework tasks' above;
- set regular homework according to the homework timetables;
- ensure that with split classes it is made clear who is responsible for setting the homework according to the timetable
- ensure homework is set using Arbor
- be careful to ensure that homework time is done regularly and ensure that adequate time is given to complete the homework, which allows for them to seek help/ assistance before the deadline if required;
- follow the behaviour policy guidelines when dealing with no completion of homework;
- mark the homework regularly according to the school's marking policy or provide appropriate feedback.

Form Tutors should

- Year 7 form tutors should systematically check the reading log each week, checking that parents have signed for the week's work and that tasks have been set in line with the homework timetable; and sanction non-compliance

- speak to students in light of any comments passed on by subject teachers regarding homework to create a united approach.

Subject Lead should

- ensure that homework is an integral part of the curriculum and is planned as a part of schemes of work and prepared alongside all other programmes of learning;
- ensure that all staff in the subject area are following the homework policy;
- monitor the range of tasks set for homework, with the aim of keeping the workload of teachers manageable and ensuring that homework tasks are following the guidelines stated in the 'homework tasks' above.
- regularly use the information provided by your monitoring to inform appropriate intervention and support;
- inform the tutor and Year lead of action taken.

Year Lead should

- Year 7 - ensure that all students have reading logs in which to record their homework and issue spare sheets in the event of loss
- Year 7 - ensure that reading logs are checked systematically by tutors each week; regularly sample reading logs and report issues to subject leads and SLT;
- monitor repeat offenders across subjects and take action-e.g. contact parents, issue monitoring report etc;
- inform parents when appropriate.

Senior Leadership Team (SLT) should

- undertake regular homework reviews and student monitoring. The purposes of the reviews are to enable SLT to get an overview of the range and quality of homework set, to help subjects with evaluation, to monitor and report on homework set for a year group, and to investigate and report on how students are coping;
- annually monitor and evaluate the efficiency and effectiveness of homework policies in consultation with teachers, parents/carers and students.

Appendix 1

Reading in Year 7

"The more you read, the better you get at it; the better you get at it, the more you like it; and the more you like it, the more you do it. And the more you read, the more you know; and the more you know, the smarter you grow."

Jim Trelease

Aims

- To increase the amount of time that students spend reading each week.
- To ensure that students read a greater range and number of texts.
- To improve students' comprehension and inference skills.
- To support students in reading challenging texts that link to the curriculum.
- To improve the reading ages of all students.

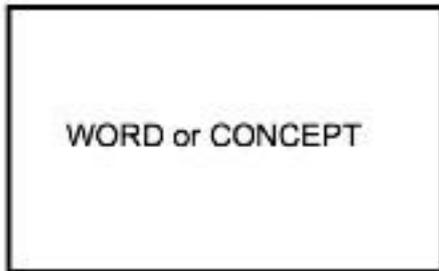
Expectations

- Students in Year 7 will read a range of texts throughout the year
- The students will read for at least 20 minutes each night (3 times per week). They will be expected to complete a reading log and identify which pages they have read. Tutors will check the reading logs and sanction non-completion.
- In addition, students are encouraged to read books of their choice and read ahead of the schedule.

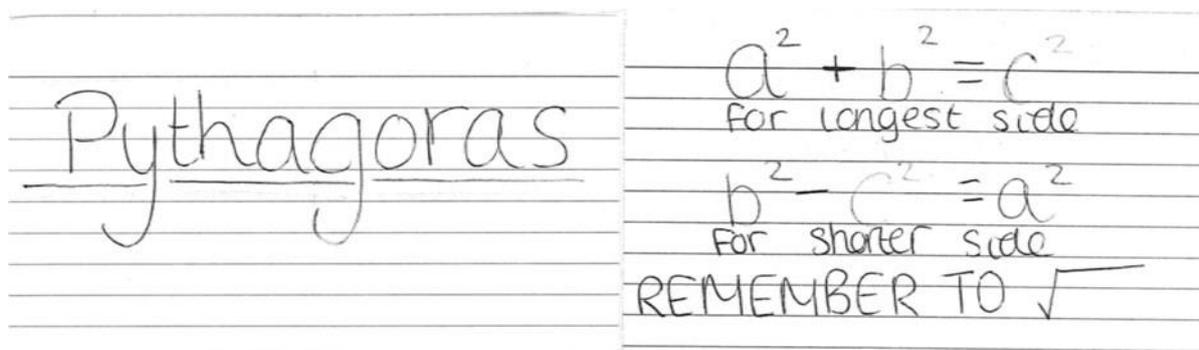
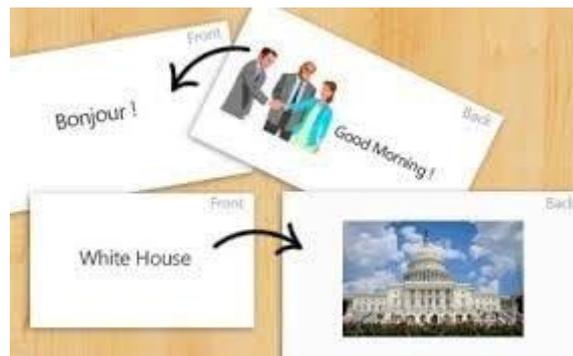
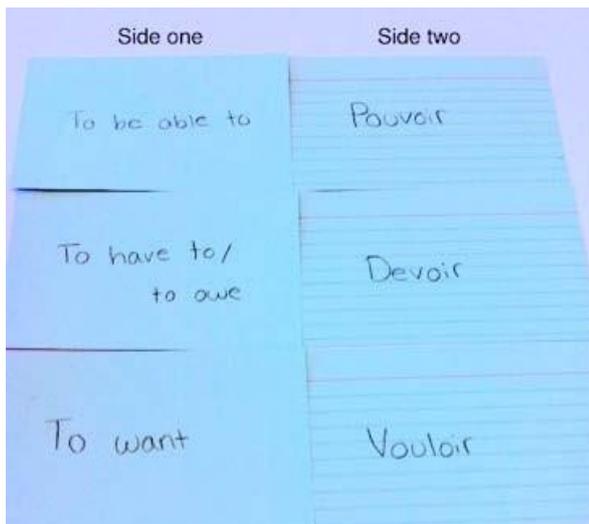
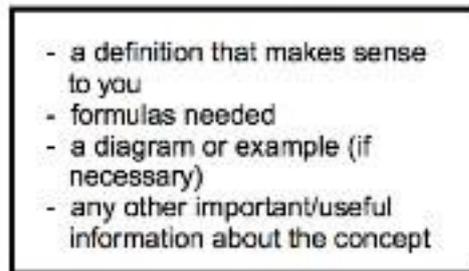
Appendix 2 - Flashcards

These are examples of what your flash cards should look like:

Front of Flashcard

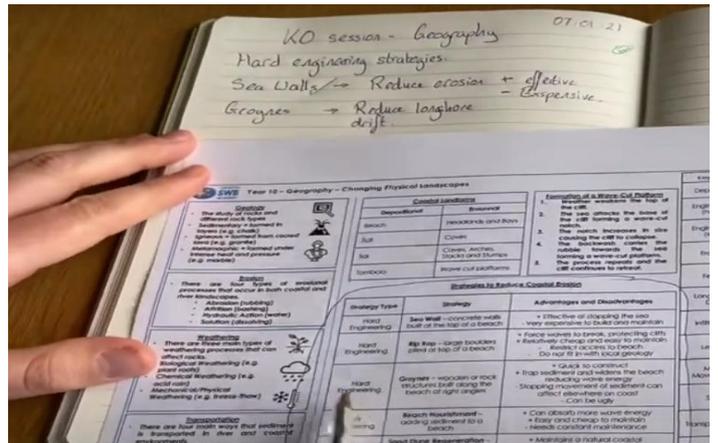
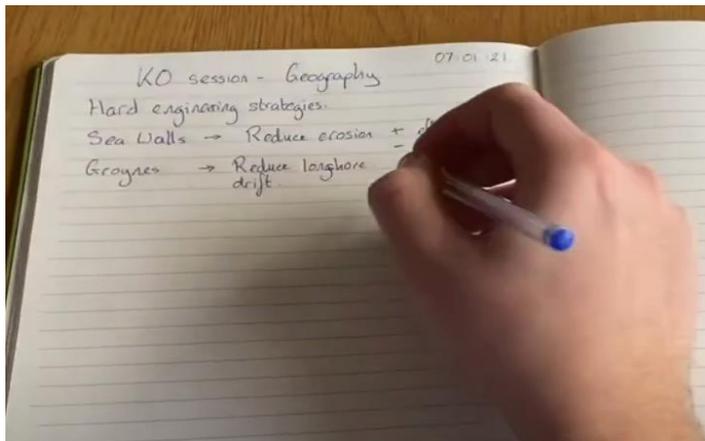
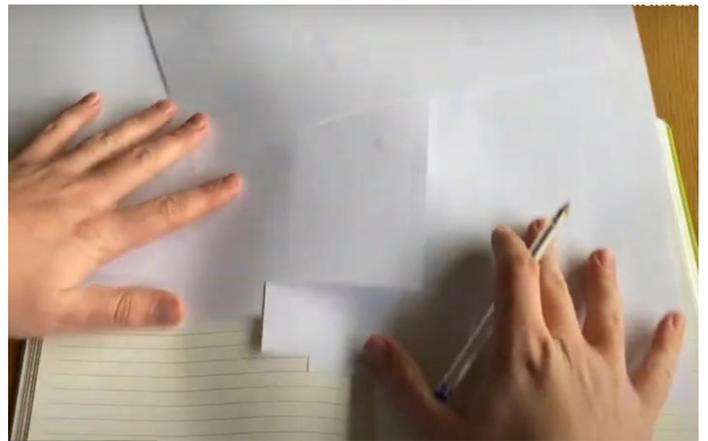
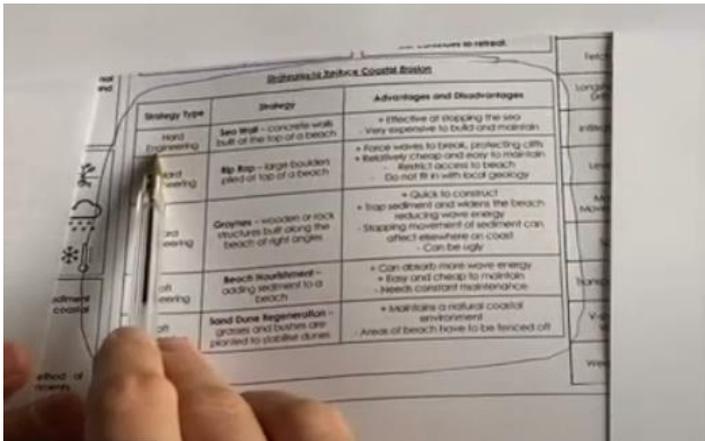


Back of Flashcard



Appendix 3 – Read, Cover, Repeat, Check:

This is an example of what Read, Cover, Repeat, Check should look like:



Appendix 4 – Mind Maps

This is an example of what a Mind Map could look like:

| 7 CLEE | | | | | |
|------------|-----------|-----------|-----------|-----------|-----------|
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | French | Science | Geography | History | Drama |
| | | DT | Reading | Maths | English |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Computing | Science | Music | Art | English |
| | RE | | Reading | Maths | |
| 7 MORTIMER | | | | | |
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | History | English | Science | Music | |
| | French | DT | Drama | Maths | |
| | | | Reading | | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Geography | English | Science | Maths | |
| | Computing | RE | Art | | |
| | | | Reading | | |
| 7 STRETTON | | | | | |
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | DT | Science | Music | History | Computing |
| | | French | Reading | Maths | English |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Geography | Science | English | RE | Art |
| | | Drama | Reading | Maths | |
| 7 WREKIN | | | | | |
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | DT | English | Science | Maths | RE |
| | Art | French | Reading | | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | History | English | Science | Geography | Drama |
| | | Computing | Music | Maths | |
| | | | Reading | | |

Year 8

| 8 CLEE | | | | | |
|------------|-------------------|-----------------|-------------------|-------------------|-------------------|
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Art | Physics (8C/M1) | Music | Maths | English |
| | Computing | RE | Chemistry (8C/M1) | Biology (8C/M1) | DT |
| | | Biology (8C/M2) | Physics (8C/M2) | Chemistry (8C/M2) | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | French | Physics (8C/M1) | History | Maths | English |
| | Chemistry (8C/M1) | Geography | | Biology (8C/M1) | Drama |
| | Physics (8C/M2) | Biology (8C/M2) | | Chemistry (8C/M2) | |
| 8 MORTIMER | | | | | |
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Art | Physics (8C/M1) | Drama | Music | English |
| | RE | History | Chemistry (8C/M1) | Maths | DT |
| | | Biology (8C/M2) | Physics (8C/M2) | Biology (8C/M1) | |
| | | | | Chemistry (8C/M2) | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | French | Science | Geography | Maths | English |
| | Computing | Physics (8C/M1) | | Biology (8C/M1) | |
| | Chemistry (8C/M1) | Biology (8C/M2) | | Chemistry (8C/M2) | |
| | Physics (8C/M2) | | | | |
| 8 STRETTON | | | | | |
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | RE | Science | Chemistry (8S/W1) | Drama | DT |
| | Music | History | Physics (8S/W2) | Maths | English |
| | Biology (8S/W1) | Physics (8S/W1) | | | |
| | Chemistry (8S/W2) | Biology (8S/W2) | | | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Geography | Biology (8S/W2) | Computing | Maths | Art |
| | | French | Chemistry (8S/W1) | | English |
| | | Physics (8S/W1) | Physics (8S/W2) | | Biology (8S/W1) |
| | | | | | Chemistry (8S/W2) |
| 8 WREKIN | | | | | |
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | History | Science | Computing | Music | DT |
| | Biology (8S/W1) | French | Chemistry (8S/W1) | Maths | English |
| | Chemistry (8S/W2) | Biology (8S/W2) | Physics (8S/W2) | | |
| | | Physics (8S/W1) | | | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | RE | Biology (8S/W2) | Art | Maths | Geography |
| | | Drama | Chemistry (8S/W1) | | English |
| | | Physics (8S/W1) | Physics (8S/W2) | | Biology (8S/W1) |
| | | | | | Chemistry (8S/W2) |

Year 9

| 9 CLEE | | | | | |
|------------|-----------|-----------|-----------|-----------|-----------|
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | English | Music | Geography | French | Computing |
| | Science | | Maths | Science | Science |
| | Art | | DT | | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | English | History | Maths | Drama | Science |
| | Science | RE | | Science | |
| | | | | | |
| 9 MORTIMER | | | | | |
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | English | Geog | DT | Science | Science |
| | Computing | Art | Maths | French | |
| | Science | | | | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | English | Drama | History | Science | Science |
| | Science | RE | Maths | Music | |
| | | | | | |
| 9 STRETTON | | | | | |
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | English | DT | Drama | Science | Science |
| | History | | Maths | Computing | |
| | Science | | | | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | English | Geography | French | Science | Music |
| | Art | | Maths | RE | Science |
| | Science | | | | |
| | | | | | |
| 9 WREKIN | | | | | |
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | English | Art | French | Science | Geography |
| | Science | DT | Maths | RE | Science |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | English | | Drama | Science | Computing |
| | Music | | Maths | History | Science |
| | Science | | | | |

| YEAR 10 | | | | | |
|---------|----------|----------------------|-----------|----------------------|------------------------|
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Option C | Option B | Option D | Option A | Biology (10.1 and 3) |
| | | English | Maths | Science | Chemistry (10.2 and 4) |
| | | Physics (10.1 and 2) | | Chemistry (10.1) | |
| | | Chemistry (10.3) | | Biology (10.2) | |
| | | Biology (10.4) | | Physics (10.3 and 4) | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Option C | Option B | Option D | Option A | Biology (10.1 and 3) |
| | | English | Maths | Science | Chemistry (10.2 and 4) |
| | | Chemistry (10.1) | | Physics (10.1 and 2) | |
| | | Biology (10.2) | | Chemistry (10.3) | |
| | | Physics (10.3 and 4) | | Biology (10.4) | |

Year 11

| YEAR 11 | | | | | |
|---------|------------------------|----------|-----------|------------------------------------|--------|
| WEEK A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Option A | Option D | Option B | Biology and Chemistry (11.1 and 2) | |
| | Physics (11.1 and 2) | English | Option C | Biology and Physics (11.3 and 4) | |
| | Chemistry (11.3 and 4) | | Maths | | |
| WEEK B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Option A | Option D | Option B | Biology and Chemistry (11.1 and 2) | |
| | Physics (11.1 and 2) | English | Option C | Biology and Physics (11.3 and 4) | |
| | Chemistry (11.3 and 4) | | Maths | | |