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Managing Workload: Specific To Ascham

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Week 1

SUBJECT HEADINGS

English

Science

Maths

History

Art

Music

PE

RE

Citizenship

PSHE

Computing

Design

DT

Home Science

Languages

Other

Summary

TALLY IN HOURS

TALLY OUT HOURS

TUESDAY

- After you have written in all your work on Tuesday morning, estimate the time involved for each subject. Maybe a star system, quick *, medium **, or will take a long time to do***.
- Consider your outside school commitments during the week and weekend, when are your busy times?
- Lots of girls knock off all the fiddly, quick to do, easy things on Tuesday night to reduce the list as much as possible.
- Then make a specific plan for Wednesday to Friday, both at home and in your study periods at school, what would you like to achieve in that time?
- Check if there are any tests: you may need to study each day for these.
- Check if there is any 'pre-reading' to be done by a certain time.
- If things have to be done by a certain time then allocate that work to a particular day.
- Remember the guidelines for your study lessons – eg practicals.

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How can parents help?

- Have your parents check the planning you have done on Tuesday – explaining your plan to them will help to clarify it to you.



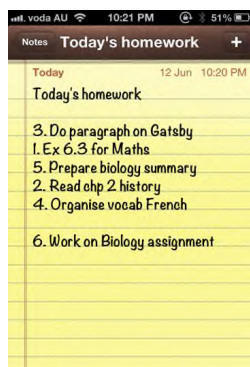
WEDNESDAY, THURSDAY

- Do the work you think you will find most difficult or aren't sure of on Wednesday and Thursday: so you can seek help if needed at school.
- Do a 2-3 subjects each night (rather than spending a whole night on one subject or leaving one subject behind).
- Each night make a plan before you start.

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Planning Your Afternoon



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TONIGHT:

- 4-4.30pm Science Test **Finish notes Worksheet B, do end chapter test**
- 4.30-4.50pm Maths Assign **Do exercise 4-09-4-10**
- 6-6.20pm History Assign **Do work on Sparta Part A**
- 6.20-6.40pm English Assign **Brainstorm ideas for 1st draft paragraphs**

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FRIDAY

- See what is left to do and make a plan for the weekend.
- Aim to have everything finished by Sunday night so if things take longer than expected you have Monday night to complete them and Monday to ask final questions if needed.

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MONDAY

Do one last check that everything is completed.



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Don't go overboard on the OUTside of class hours!

Total subject/hours									
Subject	History	English	Science	Maths	Music	Art	French	Chinese	Totals
In	III	III	III	I	I	I	I	I	14
Out	III	II	I	III	I	II	II	I	15

Watch these 'out' hours!

Recording your OUT hours correctly also helps each department keep track of how long the work is taking students to do so they can address it if there is too much work. Should not be more than 10 hours.

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Big Picture Overview of the Term

Regular assignments occur each Tuesday, with assessments throughout the year and the end of year examinations are Term 4, Week 6 (15-17 November).

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Go to the hub, click on 'learning', then 'curriculum', then 'Year 7', and the calendar will appear below

The screenshot shows the 'Year 7 Test and Assessment Calendar' with a sidebar for navigation (My Dashboard, Learning, Curriculum, Senior School, Dalton, Year 7, Year 8, Year 9, Year 10, Year 11, Year 12, Ascham link). The main content area displays a calendar for February and March 2023, listing various tests and assignments with their dates, times, and locations.

When	Event	Location
February 17, 11:30am - 12:15pm	Mathematics TMA-1/TMA-2 Chapter 1 Task 1	Maths Classrooms
February 27, 12pm - 3:30pm	Science TSC-1, TSC-2, TSC-3, TSC-4 Skills Task 1	Labs
February 27, 9:30 - 10:30am	Science TSC-4, TSC-5, TSC-6 Skills Task 1	Labs
March 7, 12pm - 12:30pm	History THS-1 - THS-3 CANVAS Skills Test Skills Test	51, 53, 55
March 13, 11:30am - 12:15pm	Mathematics TMA-1/TMA-2 Chapter 2 Task 2	Maths Classrooms
March 13, 2:10 - 2:30pm	History THS-4 - THS-7 CANVAS Skills Test Skills Test	52, 56, 57
March 14, 10:25 - 11:15am	PDHPE PPDM-6 Class Test Task 1	GL6
March 14, 1:30 - 2:30pm	PDHPE PPDM-6 Class Test Task 1	GL6
March 15, 1:30 - 2:30pm	PDHPE PPDM-1 Class Test Task 1	GL2
March 17, 1:30 - 2:30pm	PDHPE PPDM-1 Class Test Task 1	GL2

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A hand-drawn term planner for Term 3, showing a grid of dates from Monday 1st to Friday 7th. The planner includes handwritten notes for various assignments and tests, such as 'Maths Comp', 'Science Topic Test', 'History Assign DUE', and 'Maths Topic Test'. Some dates are crossed out with yellow X's.

Term 3	Monday 1st	Tuesday 2nd	Wednesday 3rd	Thursday 4th	Friday 5th
1	M18	T19	W20	T21	F22
2	M25	T26	W27	T28	F29
3	M1 August	T2	W3	T4	F5
4	M8	T9	W10	T11	F12
5	M15	T16	W17	T18	F19
6	M22	T23	W24	T25	F26
7	M27	T30	W31	T1 September	F2

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OVERVIEW: TERM PLANNER

You may have a term planner in your diary and if so USE it. But you also need one up on the wall at home where you will see it every day.

A hand-drawn term planner for Term 3, showing a grid of dates from Monday 1st to Friday 7th. The planner includes handwritten notes for various assignments and tests, such as 'Maths Comp', 'Science Topic Test', 'History Assign DUE', and 'Maths Topic Test'. Some dates are crossed out with yellow X's.

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6	M22	T23	W24	T25	F26
7	M27	T30	W31	T1 September	F2

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Two images showing different types of term planners. The left image shows a colorful, printed term planner with a grid of dates and various colored boxes for assignments and tests. The right image shows a hand-drawn term planner on a grid, similar to the ones in blocks 15 and 16, with handwritten notes and dates.

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Plan the steps for individual tasks



NOTE:

1. Everything will always take longer than you think it will.
2. Starting straight away (even doing a little bit) is always a good idea.

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Assignment: The Ancient Mediterranean World
Due Date: Friday 12th June 2020, Term 2, Week 4
Topic: Ancient Egypt
Percentage weighting: 20%

Outcomes to be assessed:
• Analyse and describe the material and artistic production of ancient Egypt in the context of past societies.
• Use evidence from sources to support historical argument and explanation.
• Use a range of historical terms and concepts when communicating an understanding of the past.

Task Description:
You will be submitting a research paper to be marked by the following criteria (see attached document):
Describe what daily life was like for members of THREE different social classes in Ancient Egypt, Greece or Rome. Use three sources to support your points.

Marking Criteria:

Marking Criteria	Grade
• Clearly and articulately explains the everyday lives of members of different social classes during Ancient Egypt, Greece or Rome. • Incorporates an excellent level of detail and relevant terminology. • Thoroughly integrates and interrogates sources. • Writes clearly and succinctly, addressing all the text conventions of essay writing including the TEEL paragraph structure. • Includes a resource list that uses a wide range of sources.	A
• Clearly explains the everyday lives of members of different social classes Ancient Egypt, Greece or Rome. • Uses high level of detail and relevant terminology. • Thoroughly integrates sources. • Writes clearly, addressing all the text conventions of essay writing including the TEEL paragraph structure. • Includes a resource list that uses a range of sources.	B
• Somewhat describes the everyday lives of members of different social classes during Ancient Egypt, Greece or Rome. • Uses a sound level of detail and some relevant terminology. • Uses some sources throughout. • Writes clearly, addressing some of the text conventions of essay writing including TEEL paragraph structure. • Includes a resource list that uses a number of sources.	C
• Briefly describes the everyday lives of members of different social classes during Ancient Egypt, Greece or Rome using basic level of detail with some basic historical terminology. • Attempts to use sources. • Attempts to write using some of the text conventions of essay writing including aspects of the TEEL paragraph structure. • Includes a basic resource list.	D
• Makes a minimal non serious attempt to describe the everyday lives of different groups during Ancient Egypt, Greece or Rome Limited detail and/or terminology. • Limited use of sources. • Limited use of structure. • Limited or no resource list.	E

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KEY POINTS (from Assessment Notification)
ESSAY ⇒ due Fri 12th June
(25%)
750 words

Describe daily life
3 Social classes
Ancient Egypt, Greece, Rome

• Topic (10% word count)
• Body - 3 TEEL paragraphs
• Conclusion (10% word count)
• Reference List (10%)

Checklist:
☒ Check essay and class
☒ Research task class (10% (10%))
☒ Write paragraph on each using sources (10%)
☐ Write notes
☐ Write conclusions
☐ Check all references reference list
☐ Edit and Proof
☐ Check word count
☐ Check against marking criteria

Diagram:
 Topic sentence
 E - explanation
 E - evidence
 L - link
 Sources
 R - refer to source
 E - explain detail
 D - discuss conclusion

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Capture the key points of the assessment notification in a single page.

Marking Criteria

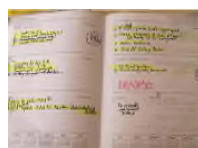
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• Makes a minimal non serious attempt to describe the everyday lives of different groups during Ancient Egypt, Greece or Rome Limited detail and/or terminology • Limited use of sources • Limited use of structure • Limited or no resource list	E

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Then when you get the details about the task (assessment notification):

- Now **brainstorm the steps** to be done and write into your homework diary/planner **when you plan to DO** the work for the test or assignment, not just when it is **DUE!**

But what's the difference
??????



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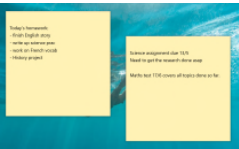

ASSIGNMENTS

- Do research, collect ideas
- Organise the information
- Do 1st section
- Do 2nd section
- Put in pictures
- Finalise presentation

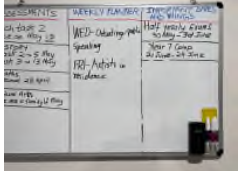
Then add these steps to your plan for the next week in your diary or on a whiteboard at home.

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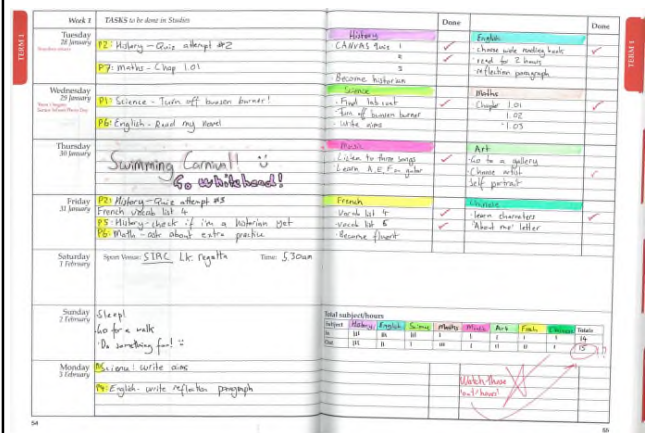
Sticky notes, countdown apps etc, are good for reminders, not as good for overall planning.

However white boards are great for planning.



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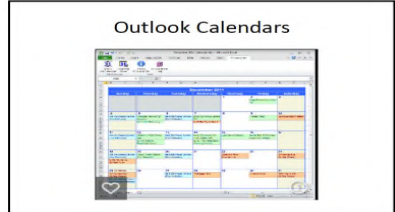


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Google Calendars



Outlook Calendars



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How can parents help?

- When you have an assignment, spend some time with your parents brainstorming the steps for the task and allocating these in your planner AND go through the assessment notification.




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How can parents help?

- When you have an assignment, spend some time with your parents brainstorming it into pieces and allocating these in your planner AND go through the assessment notification.

NOTE: Parents you can help **AS MUCH AS YOU LIKE with planning** – but please don't do the students' assessments, it needs to be THEIR work – not YOURS. **You can discuss and guide and support**, but don't tell and do. Let them try, fail, become resilient and learn from their mistakes. If you over-help you will create big issues in the senior years.

me looking at the F my kid got for the math homework I solved



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