



HOMWORK POLICY

Philosophy

At IES International Helderberg School, we believe that homework contributes to the development of our students and supports the attitudes necessary for lifelong learning.

Purpose

The purpose of homework at IES International Helderberg School is to develop habits of study that support reinforcing of skills, knowledge and understandings.

What is homework?

'A learning experience assigned by a teacher or student themselves for completion outside of class time that supports, enriches or reinforces the learning.'

Homework helps children to develop the work philosophy and characteristics that supports academic progress and independence.

It allows parents an opportunity to participate and share in their children's learning.

TYPES OF HOMEWORK	DEFINITION	POSSIBLE OUTCOMES
Completion Homework (E.g. worksheets, written assignments)	Any work assigned following instruction that is begun in class and completed or reinforced at home	Students keep up-to-date with the curriculum
Practice Homework (E.g. spelling, worksheets, reading)	Any work that reinforces skills learned in class	Helps students to practice newly acquired skills by doing.
Knowledge Homework (Consolidating notes, revision of facts and information, memorisation of knowledge)	Any work that consolidates, manipulates or requires the memorisation of information or facts	Helps students to manipulate, consolidate and memorise knowledge and to present it in a similar or exact form
Preparation Homework (E.g. internet research, discussions with parents)	Any work that prepares students for new learning or for upcoming summative assessments/evaluations	Requires students to gather information or artifacts in preparation for learning or requires students to prepare for tests, presentations and performances, etc.
Extension/Projects/ Major Assignments (E.g. interviews, research, reading, collecting, manipulating, consolidating and presenting data, research and findings)	Any work that explores learning in new contexts or integrates/expands on classroom learning	Encourages students to problem solve, think creatively and critically



Roles of the Teacher, the Student and the Parent

Teachers should:

- communicate assigned homework through a homework notebook or diary;
- clarify expectation for homework assigned over a span of several days;
- track the completion, quality and content of homework;
- give oral or written feedback to the student (and parent where applicable)
- consult with teachers to avoid excessive homework where a student is taught by more than one teacher
- consider the needs of the student by offering differentiated homework wherever possible

Students should:

- be responsible for completing homework to the best of their ability;
- keep a daily record of assigned homework in their homework notebooks;
- ask for assistance from the teacher or parent where needed;
- expect an appropriate follow-up / consequence at the classroom level for incomplete homework

Parents/Guardians should:

- support their child by providing an appropriate place and the necessary materials needed to complete the homework;
- sign homework books if required;
- encourage children to be independent where possible by supervising the completion of homework with minimal but appropriate support;
- follow up with the teacher if concerns arise about assigned homework

Ideas that support homework:

- Wherever possible, ensure that a homework routine is followed. (Same time, same place, same conditions)
- Keep the homework area clear of clutter, keep it well lit and away from other members of the family.
- Give your child a light snack and something to drink. Avoid food and drinks that have a high sugar content.
- If your child enjoys music while working, play soft background music.
- Have a second set of school materials in the homework space. (Pencils, pens, rulers, glue and scissors)
- Try teaching children to sit for the recommended homework time specified by the school. If Year 7 has an hour, let them sit for at least an hour to support a consistent standard of work.
- Distractions- keep the distractions of noise in the house low. (Television, radio, loud talking, telephone calls that can be heard by the child, etc.)
- Homework is a habit – practice it regularly and with the same structure and the chances are it happens with greater regularity and ease.
- Digital devices. Two hours of homework can become five when children have the distraction of a cell phone or device that enables them to communicate or be on the Internet.
- When homework becomes overwhelming or children do not understand the homework, stop and communicate with the teacher to support the child's understanding.



<p>Early Childhood 1 & 2</p>	<p><i>Research indicates a strong connection between family involvement and student achievement.</i></p>	<p>There is no homework set in the Early Childhood classroom but parental interest in what students are learning supports the child's development in these early years. Learning outside of the classroom can include playing, talking, listening, viewing and reading together in English or in the family's first language and exposing the child to a wide range of experiences.</p>
<p>Years 1 – 3</p>	<p><i>Research indicates a strong connection between student achievement and reading to or with students every day in English or in the family's first language.</i></p>	<p>Homework in Years 1-2 will often take the form of reading, spelling, language and mathematics activities, discussing, listening, viewing and interactive activities or experiences with the family. By Year 3, homework begins to take the form of some independent work.</p> <p>Daily homework shall be limited to 20 minutes on average in total.</p>
<p>Years 4 – 6</p>	<p><i>Research indicates that homework provides benefits to students in more senior part of the primary years, particularly with respect to student attitude toward school and learning.</i></p>	<p>Homework in these primary standards may take the form of consolidation, practicing of skills; and independent work.</p> <p>Daily homework shall be limited to 40 minutes on average in total.</p> <p><i>Before Year 7, students do not receive weekend homework</i></p>
<p>Year 7 Receive weekend homework</p>	<p>Years 7 - 12 <i>Research indicates that homework for students in the higher standards can contribute to improved achievement and reinforces the attributes and characteristics needed to meet the demands of academic rigour necessary for success.</i></p>	<p>Homework shall be purposefully planned to reinforce, extend and/or develop independence and to develop the habits required for effective studying.</p> <p>Daily homework for all subjects shall be limited to 60 minutes on average in total.</p>
<p>Years 8-9 Receive weekend homework</p>	<p><i>Research indicates that homework for students in the higher standards can contribute to improved achievement and reinforces the attributes and characteristics needed to meet the demands of academic rigour necessary for success.</i></p>	<p>Homework in these early high school years takes mostly takes the form of independent work, studying and research.</p> <p>Daily homework shall be limited to 120 minutes on average in total.</p>
<p>Years 10-12 Receive weekend homework</p>	<p><i>Research indicates that homework for students in the higher standards can contribute to improved achievement and reinforces the attributes and characteristics needed to meet the demands of academic rigour necessary for success.</i></p>	<p>Homework in these senior years mostly takes the form of independent research, work and studying.</p> <p>Homework is not limited to a specific time in these senior high school years. It will vary according to work ethic, subject choice and time of the academic year, to just mention a few factors.</p>