

Homework Policy

Context and Rationale

Regular homework is a valuable aspect of the learning process and contributes to a child's academic development. This policy aims to establish and maintain a positive framework for the setting and completion of homework.

VISION

INTERNATIONAL EDUCATION WITH DISTINCTION

Excellence - Wellbeing - Multilingualism

MISSION

“Our mission at ISM is to provide an outstanding education for students so that they are happy, confident, independent, multilingual and responsible global citizens.”

Our mission reflects the six learning principles that underpin all of our work at ISM. To deliver these learning principles as effectively as possible, students must complete regular homework.



Learners are highly engaged, genuinely curious and reflect in a meaningful way.



Learners feel safe and valued as part of a learning focused environment.



Learners know what they are learning, how they are learning and why they are learning.



Learning is driven by high expectations of behaviour, individual effort and positive collaboration.



Learning is deepened through effective and formative feedback on both the process and outcome.



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The Homework policy should be read, understood and followed by:

- All students enrolled at ISM
- Parents and/or guardians of students enrolled at ISM
- All staff (leadership and teaching)

Aims

In order to be successful, each homework should fulfil one or more of the following aims:

- Consolidate learning at school meaningfully

- Help students prepare for new learning
- Extend learning beyond the lesson
- Extend students' knowledge, skills and understanding
- Promote effective research skills
- Provide a positive link between school and home
- Give a sense of independence, achievement and success
- Foster good habits of organisation and self-discipline
- Help students manage academic demands
- Promote PSHE/wellbeing

Therefore, homework should be:

- In line with specific learning programmes and the curriculum
- Differentiated according to needs where necessary
- Responsive to students' growth and development
- Introduced and recorded clearly (see each school's individual guidelines), enabling parents/carers to understand the tasks involved

School

The school will seek to maintain the above aims.

Year Leaders (Early Years and Primary) and Heads of Department (Secondary) will develop a year or departmental approach which suits the needs of their particular year or subject area.

The school will develop a time guide or timetable for each year group and/or subject.

Learning Support teachers will work with subject teachers to help design homework to support students with special educational needs.

Teachers will regularly check and mark homework completed (refer to the Marking and Feedback policy here). It is the responsibility of Year Leaders and Heads of Department to monitor the quantity and quality of homework given to students on a regular basis. Teachers will reward positive effort and achievement of homework completed according to individual schools' guidelines.

The school will respond to individual concerns with regard to homework. Should these arise, please refer to the individual school guidelines in order to communicate concerns to the appropriate member of staff.

Scale and length

Class teachers will ensure that tasks are clearly understood and that guidelines for the length of homework are adhered to. Students will be informed that they may stop after the allotted homework time if they are not able to finish the task, without fear of any repercussions. Parents are asked to initial and comment that this is the case.

There is a homework timetable that students are asked to follow in Years 1-9 (see the individual schools' guidelines).

Each school will outline how homework is set in the individual school guidelines.

Students will be asked to complete weekly homework **up to** the following length of time:

Year group	Length per week	Length per day
Year 1	1 hour	15 minutes x 4 days
Year 2	1 hour 20 minutes	20 minutes x 4 days
Year 3	1 hour 40 minutes	25 minutes x 4 days
Year 4	2 hours	30 minutes x 4 days
Year 5	2 hours 40 minutes	40 minutes x 4 days
Year 6	3 hours 20 minutes	50 minutes x 4 days
Year 7	4 hours 10 minutes	50 minutes x 5 days
Year 8	5 hours	60 minutes x 5 days
Year 9	6 hours 25 minutes	1 hour 15 minutes x 5 days
Year 10-11	6 hours - 10 hours	Vary according to day/subject
Year 12-13	6 hours - 12 hours	Vary according to day/subject

Home

To support the successful implementation of the Homework Policy, parents and carers are asked to:

- Support the school in explaining to students that homework is valued and supports learning
- Support their child with regard to homework, without “taking over”
- Follow the guidance given by the school about time spent on homework
- Provide a suitable environment for students to complete homework
- Support the school by expecting homework to be completed and handed in at the correct time
- Express any concern about any aspect of homework to the relevant member of staff
- Regularly check the student homework book, student planner or google classroom for homework set.

Holidays

All students are expected to read in English, French and in Secondary school in their third language during the holidays. Books may be assigned for reading by the teacher of these subjects.

There is no formal homework given to students during the holidays for Years 1-9, unless parents and teachers agree extra work would be beneficial to reinforce students' learning. In this case the work should be personalised to the needs of individual students.

Teachers can suggest informal reading or work that may interest students if they wish to discover or engage with subjects beyond the curriculum. These extension opportunities will be optional.

Years 10-13 will be given homework during the holidays.

Individual School Guidelines

These guidelines should be updated by the Head of School at the start of each academic year and followed by staff in addition to this Policy.

[Early Years](#)

[Primary](#)

[Secondary](#)

Policy Review

Staff overseeing the Homework Policy: Deputy Director Academic.

This policy is reviewed as per the approved policy review cycle.

	Signed Director	Signed Chair of the Board
Date of review:	 May 9 th , 2022	 May 6 th , 2022
Date of next review:	June 2025	June 2025

APPENDIX A

What educational research says about homework

- The evidence shows that the impact of homework, on average, is five months' additional progress. (Education Endowment Foundation's (EEF) Teaching and Learning Toolkit)
- Homework can be effective when it is the right type of homework and we should continue setting it. (Kelleher, 2017)
- Certain non-academic benefits of homework have been shown, especially for younger students. These benefits include learning the importance of responsibility, managing time, developing study habits, and staying with a task until it is completed (Cooper, Robinson and Patail 2006; Corno and Xu 2004; Johnson and Pontius 1989; Warton 2001).
- While research on the optimum amount of time students should spend on homework is limited, there are indications that for upper secondary school students, 1½ to 2½ hours per night is optimum. Lower secondary school students appear to benefit from smaller amounts (less than 1 hour per night). When students spend more time than this on homework, the positive relationship with student achievement diminishes (Cooper, Robinson, and Patail 2006).
- Teachers should not abandon homework; instead, they should improve its instructional quality (Marzano and Pickering, 2007). Indeed, it is important to remember that it depends on what type of homework it is: There is some evidence that homework is most effective when used as a short and focused intervention (Education Endowment Foundation's (EEF) Teaching and Learning Toolkit).

