



## ISL London Whole School Home Learning (Homework) Policy

### Purpose & Philosophy

At ISL, we recognise that home learning is a valuable part of schooling as it allows for practising, extending, enriching and consolidating work done in class. It also encourages students to plan and organise their time and develop a range of skills in identifying and using information resources. Additionally, it provides an opportunity for students to develop and establish habits of study, concentration, self-discipline, organisational and time management skills.

At ISL we believe appropriate home learning should be an integral element for student learning. Regular home learning can be very beneficial to students, if the activities are carefully planned, because it can be used to reinforce and consolidate work completed in the classroom or allow for extension and exploration of related material. The setting of good quality home learning tasks establishes an organised routine and forges a link between home and school, allowing parents to be involved in the student's learning in an appropriate manner. It provides students with the opportunity to take responsibility for their learning and helps them to develop self-motivation, as well as organisational and learning skills.

The best home learning tasks exhibit these five characteristics

1. **Purposeful** – The home learning is meaningful and instils a sense of competence and confidence. The task has a clear academic purpose directly connected to learning objectives.
2. **Efficient** – the home learning is not “busy work”, it is designed and assigned to meet the learning objectives.
3. **Flexible** - The home learning is flexible and differentiated to challenge learners with a variety of needs and abilities.
4. **Relevant** - The home learning tasks promote ownership by offering choices within the assignment or assignments. In many cases it is good practice to give opportunities for the learners to set their own home learning tasks.
5. **Appealing** - The task engages the learner.

### Home Learning in different sections of the school

The amount of home learning and the students' accountability for managing their home learning schedules increases as students move through the school.

Learners are all different and may take shorter or longer times to complete the same or similar assignments. Many factors determine how long any given task may take a student, among them: reading speed, amount of preparation done in class, and a student' knowledge base and skill level.

Also, students with significant EAL challenges or skill deficits may require more time on average and may need support outside of school.

## Responsibilities

### Teachers

- Inform students and parents of their home learning routine and expectations
- Regularly check books/student planners
- Assist the students to keep a record of any home reading as appropriate to age
- Differentiate home learning tasks to challenge students according to their individual needs and abilities
- Assess home learning promptly, giving constructive feedback and encouragement, using home learning to provide prompts, guidance and structuring further learning.
- Follow up with suitable action if home learning has not been completed, inform parents, pastoral and support staff as appropriate and indicated in the school's communications and guidance policies.

### Students

- Develop organisational skills by planning short and long-term assignments and self-starting; meeting deadlines, plan strategies and take action to achieve academic goals; keep a weekly planner; learn how to learn through study and review methods.
- Develop affective skills by practicing focus and concentration; overcoming distractions; demonstrating persistence and perseverance; managing strategies to reduce stress and anxiety;
- Develop reflection skills by considering the content of home learning and study; and the process of learning.

### Parents

- Monitor the student's workload
- Foster in the student the dispositions of resilience and perseverance, through encouraging when appropriate, guiding to learn from each task whether the outcome is successful or not, and not giving up when faced with a challenge.
- Ensure the student has a quiet and dedicated location to conduct their studies
- Communicate with the homeroom teacher if they are concerned about the student's progress and/or well-being

## Primary School Home Learning

In the Primary School, we recognise that home learning is a valuable part of schooling. It should enhance learning done in school and allow for extra practice and consolidation of new skills and concepts. It also provides an opportunity for students to develop and establish their concentration, self-discipline, organisational and time-management skills. It is designed to be purposeful and interesting, as well as manageable for both students and teachers.

In the Primary School:

- Home learning is *expected to be completed*.

- Home learning will be set in the form of a *weekly contract*, however, extra tasks may be set throughout the week.
- Teachers will adjust and differentiate home learning tasks to suit the individual language and learning needs of students; and check and provide feedback on home learning tasks.
- Home learning will go home on a *Wednesday* and should be returned to the homeroom teacher on the following *Monday*. Students are expected to organise how they will complete their home learning using the planner on the home learning contract, allowing for flexibility and encouraging participation in co-curricular activities.
- Students are expected to read at home *every night*.

## Reading

The students will be matched to an appropriate reading level. Each night they are required to read from a book at their level. They may keep a book for more than one night if they cannot complete it. Please make sure all books are returned otherwise you may be asked to replace them. Reading could involve the student reading to you, reading together, taking turns to read, or you reading to them (especially if they are just learning to read or are very tired).

## Spelling

Each Wednesday, the students will be given a new spelling list. These lists will vary according to students' developmental needs. The students need to complete a different 'Ways to learn your words' activity each week (please see the weekly home learning contract). The tasks they complete each week should be recorded in the 'Ways to learn your words' chart in this book. You can also refer to the 'Ways to learn your words guide' for instructions on how to complete each task.

## Maths

Each week the students will complete a Maths home learning task. These tasks will be designed to revise and consolidate Maths concepts explored in class. As with the spelling, these tasks will vary depending on the student's grasp of the particular concept being explored. Maths home learning will usually be in the form of web-based tasks in Mathletics. Each student will be given a log-in and password to access Mathletics from home. Occasionally other types of Maths home learning tasks may be given to students as an alternative to Mathletics, for example, a paper-based task, an inquiry-based task, real-life Maths application or practical task.

## Unit of Inquiry and Language

Students will occasionally bring home Unit of Inquiry or Language related tasks. This could involve gathering resources and/or conducting further research. Some students may also choose to inquire further into aspects of units that they are particularly interested in. This is an important part of the 'action cycle' which we encourage parents to support. Parents are encouraged to keep us informed of any actions the children may take at home as it forms an important part of the assessment process.

GRADE	FORMAT	READING per night	OTHER HOME LEARNING	
EC	N/A	5 minutes	Reading only	
Kindergarten	N/A	10 minutes	Reading only	+ UOI related or Language home learning, when relevant  + Mother Tongue home learning
Grade 1	Home Learning book/weekly contract (Term 2 and 3)	10-15 minutes	Spelling/Maths (Term 2 and 3)	
Grade 2	Home Learning book/weekly contract	15 minutes	Spelling/Maths	
Grade 3	Home Learning book/weekly contract	20 minutes	Spelling/Maths	
Grade 4	Home Learning book/weekly contract	20-25 minutes	Spelling/Maths	
Grade 5	Home Learning book/weekly contract	25-30 minutes	Spelling/Maths	

## Middle School home learning

### Vision and Expectations

The vision on home learning in the middle school is that home learning is matched to the content progression of lessons, and is immediately relevant to learning.

Home learning should:

- Enhance the work done in class and allow time for extra practice of new skills and concepts.
- Be designed to be constructive, challenging and interesting.
- Be set to fit into a reasonable amount of time so that it is achievable within a reasonable time and students do not feel over-loaded or discouraged.
- Be assessed promptly and constructive feedback given to students.
- Be manageable for both teachers and students.

Middle school teachers will:

- Inform students and parents of their home learning routine, and employ ManageBac as the main platform of communication regarding home learning and assignments.
- Make sure the instructions on ManageBac are clear, so that they can be understood by any student who may have missed the lesson in which the instructions were given; understanding that their audience includes the students themselves, as well as their parents.
- Include drafts and due dates to assist the students in learning to plan short- and long term tasks.
- Include a time frame; after which time the students have permission to stop, even if the work is not completed.
- Assess home learning promptly, giving constructive feedback and encouragement

- Adjust home learning requirements to suit the needs of individual students; taking into account learning styles, EAL and SEN, such as dyslexia and processing speed.
- Follow up if home learning has not been handed in and inform parents and the Homeroom Teacher if the ‘problem’ persists; and explore if the heart of the problem is an Approaches to Teaching and Learning issue, rather than a behavioural issue.

### *Middle School Expectations*

#### **Grades 6 to 8**

Excessively easy or excessively demanding home learning – either in terms of duration or difficulty should not be set as this will have negative consequences for student learning. It is difficult to be precise over the duration of home learning and a guide of about 1 hour per evening (3 hours at weekends) to be set at a ratio of about 15 minutes per lesson (e.g. a subject at 4 periods per week, should be supplemented by about 1 hour of home learning per week) has been used. Written home learning should be set and marked at least once a week in every subject and all marks should be recorded in an easily understood manner in the ManageBac gradebook.

#### **Grades 9 and 10**

Excessively easy or excessively demanding home learning – either in terms of duration or difficulty should not be set as this will have negative consequences for student learning. It is difficult to be precise over the duration of home learning and a guide of about 2 hours per evening (3-4 hours at weekends) to be set at a ratio of about 20 minutes per lesson (e.g. a subject at 4 periods per week, should be supplemented by about 1 hour 20 minutes of home learning per week). Written home learning should be set and marked at least once a week in every subject and all marks should be recorded in an easily understood manner in the ManageBac gradebook. In Grades 9 and 10 it is understood that project work and revision will add to the overall amount of time students will need to spend at home on school work.

The parent handbook sets out a brief summary of these guidelines and a route for any parent concerns about home learning overload or non-assignment.

### *Diploma College*

#### **PURPOSE OF POLICY**

**To outline the college’s approach to, and provision for, the setting, assessment and monitoring of home learning.**

### **The Purpose of Home Learning**

Home learning is an important aspect of the educational process. It represents an increase in “time on task” and can be considered valuable for post-16 students where it:

- helps students to make more rapid progress in learning
- allows students to develop the practice of working independently.

- encourages work at home in the quiet and private conditions needed for creative and thoughtful work of all kinds
- stimulates further reading and research
- allows valuable practice of skills learned in the classroom.
- allows students to prepare effectively for learning in the next lesson as part of a 'flipped learning' approach
- allows students to use materials and other sources of information that are not always available in the classroom.
- involves parents and others in the students' work for their mutual benefit.
- gives opportunities for long-term research and other work.
- forms a link with the methods of study important to success at higher levels of education

### The Nature of Home Learning

The assignment of home learning is the responsibility of the class teacher. Besides being well planned and of suitable duration, home learning should:

- have a definite purpose and be part of the planned curriculum
- be in a variety of forms ( research, written work, reading, projects, revision, on-line tasks)
- be within the capabilities of the student, while sometimes offering opportunity to extend and enrich learning in the classroom
- be differentiated to meet specific student learning needs as indicated on Individual Education Plans
- reinforce and extend class work in progress, or prepare students for tasks to be carried out in class where appropriate
- be clearly explained and recorded on ManageBac
- be followed up, acknowledged, marked and given credit where appropriate

### Organisation and time management

- instructions concerning home learning should be clear to everyone and teachers should check for understanding. Teachers should provide a summary of Home learning set in ManageBac).

While teachers retain the responsibilities for home learning set out in section above, there is a need for greater flexibility and room for negotiation between students and teachers (particularly for longer projects involving coursework toward assessment). In addition to home learning that is set in a structured and time-limited way, students need to continually review class work in preparation for final external examinations. Students are supported in developing time management skills through the College guidance programme and curriculum overviews are developed to assist them with their personal management of their studies.

In the Diploma Programme, there will be periods of time where the students will have many deadlines to meet. It is therefore vital that students plan well for the whole course and consider how they will approach extended tasks such as coursework in order to avoid leaving too much to do near deadlines.

College students have study periods as part of their timetable and they should ensure that they use these wisely in order to complete tasks.

### Assessment Arrangements

**Home learning that is set should always be checked by the class teacher.** A range of assessment techniques can be used to check Home learning and these are set out in the school Assessment Policy. These include:

- Teacher marked work – where quality written feedback is given to the student.
- Peer assessment
- Self-assessment
- Oral feedback.
- Presentations.

Students will not see the value of completing home learning if it is not checked and if they are not given appropriate feedback. Appropriate records of assessment should be kept for home learning, usually in the form of assignments set in ManageBac

Where home learning is assessed and the grade may contribute to a summative semester grade, home learning should be subject to the checks as given in the academic honesty policy.

### **Responsibilities**

The Senior Leadership team will:

- Monitor the quality of home learning tasks set across the school including ensuring that tasks take into account students' individual language and learning needs.
- Monitor assessment methods used for the checking of home learning and ensure that appropriate records are kept and that these are consistently applied across the department.
- Ensure that college guidance procedures are followed where effort or production falls short of college expectations.

The Tutor and Head of Student Welfare will:

- Liaise with parents and teachers regarding home learning issues.
- Help students who are having issues completing home learning to the best of their ability.

The Head of Department will:

- Ensure that home learning set within their department conforms to the expectations set out in this policy.
- Monitor the quality and frequency of set home learning tasks.
- Monitor the quality of feedback given to students for home learning tasks.
- Follow up with teachers regarding issues arising with individual students and poor completion of home learning.

The teacher will:

- Ensure that the home learning they set conforms to the expectations set out in this policy.
- Ensure that they follow the expectations set out in the departmental home learning policy.
- Ensure that home learning tasks are differentiated when appropriate either by tasks or expected outcome or both and that this is communicated to students.

- Ensure that EAL students have the tools that they need to be able to successfully complete home learning tasks at home.
- Ensure that home learning is always checked and that appropriate feedback is given to students for home learning tasks.
- Follow up with individual students regarding issues of poor completion of home learning.
- Keep appropriate records of assessment and completion of home learning.
- Give students advice on how to improve their approach to home learning tasks as and when necessary.
- Include feedback on individual student attitudes and approaches to home learning as part of the reporting process.
- Keep tutors aware of issues relating to the completion and quality of home learning produced by students in their groups