

HOMEWORK POLICY

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1. Introduction

The purpose of a school homework policy is to establish whole school guidelines and expectations for teachers, pupils, and parents regarding homework. The EEB2 homework policy will help to:

1. Promote learning by setting guidelines on homework assignments which must be purposeful, relevant, and aligned with the curriculum.
2. Provide mandatory methods of communicating homework between teachers, pupils and parents.
3. Manage workload by setting limits on the amount of homework and the time required to complete it in order to reduce stress and promote a healthy balance between schoolwork and other activities.
4. Encourage responsibility by setting clear expectations for completing homework.

The allocation of homework is an individual choice of each teacher.

2. Definition and purpose of Homework

Homework consists of activities ideally carried out after class hours and outside of the classroom environment.

Homework is guided by the classroom teacher and is the responsibility of the pupil.

Homework may involve:

- Daily practice routines/repetitions/reinforcements such as reading, writing, calculations, summarising, etc.
- Long term projects, which may involve research and collection of information for an individual or group project.
- Pupil initiated inquiries, to include accessing information through different media to research further details on a class-based topic.
- Cross disciplinary investigations to help embed learning that took place in class.
- Presentations, essays, lab reports, extended reading, portfolio contributions, quizzes, etc.
- Revising for tests and exams.

The purpose of homework is:

- to practice and reinforce the competences explored through the curriculum. Purposeful homework is designed by the teacher with the aim of deepening the pupil's knowledge and competences.
- To support and enrich the learning process. It can involve repetition and practice, but also preparation.
- To help develop essential skills such as learning to learn, time management, organisation, and responsibility.

3. Teacher's responsibility

3.1. Assigning and communicating homework

In order to ensure that homework is effective, it should meet certain criteria:

- Be appropriate to the pupil's skills, knowledge and age.
- Be reasonable in terms of effort and time. Short-term and long-term assignments should be balanced, so that pupils can develop their skills over time while also keeping up with their day-to-day work.
- Be purposeful, meaningful and relevant to subjects within the curriculum.
- Be proportionate to the number of periods taught per week.
- Large projects or presentations, teachers should provide information about these assignments at the beginning of the school year or term.
- For larger graded assignment given as homework, assessment criteria must be clearly communicated beforehand.
- Instructions and materials on which homework is based should be clearly communicated and accessible to all.
- Deadlines should be clearly stated, and due date of assigned homework must be on a school day, preferably on a day that the lesson takes place.
- Submission methods must be clearly explained.

At the beginning of the school year, teachers should communicate their homework structure to pupils and parents.

In **Primary school**, the content of homework assignments must be communicated by the teachers, with the child taking the responsibility for recording the assignment in their school agenda as they progress through the Primary school. In addition to the agenda, the use of Teams and School Management System (SMS) are encouraged.

In **Secondary school**, the homework assignment must be entered into the School Management System (SMS) by the teachers, while the pupils are responsible for recording the assignment in their school agendas.

Any additional information pertaining to the homework may be posted the same day on the Teams Assignments section. In such cases, the assignment listed on the School Management System (SMS) should clearly reference Teams.

Teachers should not change assignment content between lessons.

Regarding summative tests in Secondary, it is mandatory for teachers to provide pupils with at least one week's notice prior to a summative test date. This allows the pupil to plan homework and study consecutively.

Revision material to be prepared for A-tests must be communicated no later than 1 week prior and through SMS.

Revision material to be prepared for B-tests and exams must be communicated no later than 2 weeks prior through SMS with reference to Teams for additional and/or details.

3.2. Differentiation of homework

Differentiated homework is an extension of differentiated instruction, that happens outside the classroom, in order to anchor or deepen the student's learning effectively.

The main elements of differentiated homework are:

- by content
- by process
- by product
- by ability
- by deadline

Additional homework is not the same as differentiated homework. By agreement, additional homework can be given to pupils if they need more practice to master certain skills, or if a pupil is not keeping up with the level they should be, to be able to follow lessons, e.g.: extra workbook, extra reading time, etc.

3.3. Examination periods in Secondary

- Homework during B-tests period must be kept to a minimum, and in case it is given it is expected that the assignments are aligned with the B-tests content.
- One week prior to the examination/B test period (S4-S5-S6-S7), there must be no A-tests or presentations, to let the students properly prepare.

3.4. Holidays

In Primary school, assigned homework by the teacher during the holidays should be avoided. Some exceptions may include the assignment of revision or reading tasks.

During the summer holiday, reviewing certain exercises of the past school year and practising some skills are permissible, to promote continuity and retention of learning over this long period.

In Secondary school, holidays provide students with an opportunity to catch up on their studies and read the mandatory texts or books. However, additional homework assigned by the teacher should be avoided.

Teachers must not schedule A mark homework or A-tests during the two days following the holidays.

3.5. Guidelines for Homework duration

The following table is given as a **guideline for daily homework duration** for various levels in the school. Engaging in homework should be a structured time for the pupil, with focus and without distraction. If the time taken to complete homework for any pupil varies greatly from the guidelines, then the pupils or parents should contact the teacher.

Year	Approximate time, if homework is assigned	Activities
Nursery		Practise fine motor skills, e.g., how to tie their laces, close their jacket. Bring materials from home for a project in class.
P1-P2	15 minutes	Reading assignments, handwriting exercises, revision, learning by heart, project work.
P3	30 minutes	Reading assignments, handwriting exercises, revision, learning by heart, project work.
P4	40 minutes	Reading assignments, handwriting exercises, revision, learning by heart, project work.
P5	45 minutes	Reading assignments, handwriting exercises, revision, learning by heart, project work.

Secondary 1-2	Approximately 60 minutes
Secondary 3	Approximately 60-70 minutes
Secondary 4	Approximately 60 - 90 minutes
Secondary 5	Approximately 90 - 120 minutes
Secondary 6-7	Depending on the pupils' individual programs.

3.6. Teachers' management of homework

- Homework may and should be considered as part of the overall assessment of the pupil's work.
- Teachers must be open to pupil feedback on the amount of homework allocated and the deadlines for submission.
- Teachers must review the homework regularly and always in a timely fashion before upcoming tests.
- Clear feedback on homework must be provided to pupils.
- Teachers may use homework to develop the pupil's ability to self-assess their progress.
- If there is a pattern of difficulty with homework submission for a pupil, teachers must arrange the appropriate support to assist the pupil to address the challenge.
- In the age of artificial intelligence, it is important that teachers design assignments that require students to engage with the material in a way that cannot be done solely using artificial intelligence, for example, projects that require students to conduct independent research, analyse data, or engage in creative problem-solving.

4. Parental involvement

- Parental involvement in homework should be relevant to the age and needs of the child.
- Parents should frequently keep up to date with the information regarding homework provided through the agenda and on SMS & Teams.
- Parents should assist their child with their homework by offering parental support and not by doing the homework for the child. *thome*

5. Pupil responsibility

- In Primary, homework contributes to increasing accountability and independence of the pupils.
- In Secondary, pupils are responsible and independent for the management of their own homework.
- Pupils should correctly reference any material from external sources used in completing their homework.
- It is the pupil's responsibility to keep informed of any assigned homework missed during an absence, upon their return. This information may be gathered through SMS, Teams, fellow pupils or by contacting the teacher for guidance.