

Homework at ISH Policy Statement



International School
of Hellerup

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ISH Homework Philosophy Statement

At International School of Hellerup, we believe that students should view homework as a tool for improving academic success that enables them to practice skills independently and assists in their pursuit of lifelong learning and good study habits. Homework provides a meaningful continuity between learning in school and the home and helps parents to become part of the learning process of their children. Effective homework is formed through a synthesis of best practice, learning objectives, and an understanding of student needs. Homework should be differentiated according to the students' needs. Homework should achieve a combination of the following IB Learner Profile attributes:

Thinkers: enriching upcoming learning by inspiring inquiry and/or research into the taught curriculum

Knowledgeable: supporting the five approaches to learning skills (research, thinking, self- management, social and communication)

Reflective: providing opportunities for evaluation, extension and reinforcement

Inquirer: encouraging life-long learning, and see learning in all parts of our lives

Consistent effort in these areas helps students to achieve their goals, brings them satisfaction and increases their self-esteem.

Homework Policy in the Primary Years Programme

Homework in the PYP encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning.

Daily reading is seen as a fundamental part of homework for PYP children. PYP homework also consists of differentiated activities that reinforce their recent learning. These are based on learning goals identified in student portfolios, parent conferences and up-to-date assessments.

The role of play and free time in a child's growth and development is also important, so homework should be balanced, particularly in the early years. Students in Primary School benefit very little from daily homework, except in Upper Primary (PYP4 and PYP5), where it has a more positive impact (Hattie, 2009), and also helps develop skills for future learning (see next section).

Project based homework is much less beneficial for Primary Students, and is used in Upper Primary to reinforce research and/or reflection skills.

The role of the parent in PYP homework:

Parents/families should:

- Provide a regular time and space for completing homework
- Promote independence in the homework process
- Avoid marking or correcting the submitted assignment
- Notify the teacher if the homework is not at the right level for their child (too easy, too difficult)
- Communicate with the relevant teacher upon their child's experiences and reactions towards their homework

Daily reading at home

Reading skills are developed through establishing a love of literature in a range of genres and forms. To support the overall language development, every student should read and/or be read to by his or her parents every day. Research shows that volume of reading is connected to attaining higher order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992).

Reading as homework for students with English as an additional language should also include regular reading in the child's first/mother tongue language. Proficiency in the child's first language determines the success of any additional languages learned. *Please refer to the ISH Language Policy for further details.*

Guidelines for homework by grade level:

Pre-K and Kindergarten:

- Daily shared reading, and book exploration, both in English and mother tongue.
- An emphasis on activities that support gross/fine motor skill development.
- Regular hands-on activities that support early language and maths.
- Activities that support the child's mental, physical, and social development.
- Occasionally students may be given tasks that related to the current unit of inquiry or connected to students' personal interests.

PYP 1, PYP2 and PYP3

- Daily independent reading (10 minutes for PYP1, 10-15 minutes for PYP2, 15 minutes for PYP3).
- Regular (daily, weekly or periodically) homework through a balance of tasks (hands-on/problem solving activities, written/oral, and online tasks).
- Total daily homework, including reading, should be moderate (maximum 30 minutes per day for PYP3, 20 minutes for PYP1 and 2)
- Occasionally students may be given tasks related to the current unit of inquiry, other learning in the classroom or other tasks that are connected to students' interests outside the school.

PYP4 & PYP5:

- Daily independent reading for 20 minutes
- Regular (daily, weekly or periodically) homework through a balance of tasks (hands-on/problem solving activities, written/oral, and online tasks).
- Recommended total daily homework is 30-45 minutes per day.
- Assignments connected to the current unit of inquiry or tasks that are connected to students' interests. Those tasks involve research and/or reflection skills.

PYP5 Second Semester - Additional Guidelines:

- To support the Exhibition, students should research global issues at home in addition to other homework.
- The assignments are more complex and more time is given to complete them. This supports students to learn and develop forward planning skills, resilience, organisations skills, in preparation for MYP.
- Assignments start to be assigned and submitted via ManageBac, including more than one distinct assignment a week.

PYP Subject and Specialist Learning

The homework approach is different for each specialist subject and/or support teaching (learning support and EAL), but it still follows the school and PYP homework philosophy. Specific homework is communicated by the appropriate teacher.

Homework Policy in the Middle Years Programme

Homework should be completed and submitted on time. Should a student not have the homework ready due to a personal reason, parents are encouraged to write to the teacher to request an extension.

MYP 1-2: per subject and week, 30 minutes homework. This would be 4-5 hours on a weekly basis

MYP 3-4: per subject and week, 45 minutes homework. This would be 6-8 hours on a weekly basis

MYP 5: per subject and week, an hour homework. This would be 9-10 hours on a weekly basis

ManageBac is used as a general communication, assessment and reporting platform. All homework is assigned and submitted onto ManageBac. Homework which is not submitted by the deadline receives a 0. The work is assessed and feedback is given to a student, but in ManageBac a 0 is awarded. Parents will be contacted when homework submission becomes an issue.

Please note: reading for approximately 30 minutes every day is a habit that all MYP students should have acquired in the PYP. It is expected that the students continue with this daily reading habit in the MYP. This reading time is not included in the homework guidelines outlined above.

Homework Policy in the Diploma Programme

Homework is an integral aspect of the programme and supports the learning in the classroom. Students are expected to complete approximately 2 to 3 hours of homework per evening. A weekly homework workload amounts to 12-15 hours per week, thus a total of 35-38 hours.

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Student responsibilities are to:

- Understand all homework assignments by listening to directions and asking questions when something is unclear
- Fulfil all homework assignments carefully and turn them in by due date
- Seek help from teachers and parents or community resources when a difficulty arises
- Check up and catch up on homework when absent
- Check ManageBac every day

Parental Responsibilities are to:

- Provide a routine and an environment suitable for doing homework
- Support the student in the completion and in the understanding of the homework
- Contact the teacher when homework presents a problem
- Provide support by guiding the student to ManageBac to check for homework assignments

Teacher Responsibilities are to:

- Apply the School Homework Philosophy in the classroom
- Provide clear directions and instructions
- Write the homework in ManageBac on the same day homework is given
- Correct all assignments and return them promptly. Provide feedback on
- Managebac feedback should be given within 2 weeks. Feedback needs to be timely in order to ensure students have opportunity to be successful with summative assignments.
- Collaborate to avoid homework overload at certain times

How homework is delivered

Homework should be delivered via a manageable schedule, with clear dates and timelines. Homework, as per classroom tasks, should be appropriate for a student's learning needs, so that they can complete the assignments independently. The learner should receive timely and actionable feedback on their learning, either from their peers or their teacher, as soon as possible.