



St Constantine's International School

Homework Policy

Section 1. Primary School

Section 2. Secondary School

Section 1.

1.1. Introduction

Homework has a variety of positive elements for students. Healthy habits should be developed in early years, and homework is a valuable opportunity to build on learning in school.

Building consistent reading and study habits begins with parental guidance and practice. Our children must learn to have self-discipline to practice skills needed for their work and other daily tasks which become part of their adult life. As adults they must be organised and responsible for completing tasks or finishing products for their employers or customers, with a high level of quality and within a given time frame. Self-discipline and responsibility are developed through practice and its never too soon to start.

In the Primary school it can look like this - a student brings a book home, reads it with their parents, keeps it (safely) in their school bag, and returns it to school. Or, a student receives an assignment, completes the task in order to develop a skill or produce a required product to bring to school.

Homework also allows parents to see what a child is working on at school and how well they are able to do the activity. **It is an opportunity for parents to be involved with their child's learning;** spending time together on schoolwork shows the child that school is important and that as a parent you care about their learning. Parents should praise the child for their progress, as well as encourage interest and make connections with family experiences. Parents can also support their child in areas that they need extra practice.

1.2. Rationale and Practicalities of homework in the Primary school

Homework is an important school-home-school link and one of our most important reasons for giving it is to develop good habits in children.

Parental support and encouragement is vital. Parents / carers are asked to take an interest in it.

Adults doing homework for children obviously defeats the object of the homework, however, we ask that adults encourage and facilitate their child's homework.

Parents are encouraged to:

- Set aside a quiet time for doing homework.
- Ensure the child is sitting comfortably at their table or desk.
- Allow time for oral work as well as written.
- Encourage their child to keep books and copies clean and tidy.
- Praise their child's effort at every available opportunity.
- Communicate any problems that their child is having to the teacher.

1.3. Lower Primary Homework

In Lower Primary, homework should be done together with an adult. The adult should explain the directions and help the child gather the items needed for the task. If the child is able to do the task independently, they should then explain to the adult what they have done and why. A homework task should take 5-10 minutes. In Nursery, most tasks will include oral language and play with real objects. In Reception, flash cards will be included for sight words and phonics concepts. In Year 1 and 2, flash cards will be included for spelling words, and some tasks may require a printed worksheet. In addition to a weekly Spelling list, three tasks will be set for homework for each class.

Reading books together should take 10-20 minutes, including a levelled text that a child can read more independently and any storybook that a parent reads aloud or together with a child. These two books can be, but do not have to be, read at the same time. The levelled text might be read in the afternoon or evening and then any storybook can be read together after dinner or at bedtime. Home readers (levelled texts) will be changed twice each week in Nursery (Monday and Thursday), and 3 times each week in Reception and Year 1 (Monday, Wednesday, Friday). Parents may keep a book additional days if they wish to read it again with their child; a note should be written in the Comments section. In Year 2, home readers will be changed throughout the week as students are ready to do so (as students ascend through the reading levels, books become longer and may require multiple nights to finish reading). Children will also take home a storybook from the Library each week; books will be changed during class Library sessions.

As homework at this level is dependent on a parent or other responsible adult, it is understood that busy schedules prevent the parent/adult from being able to spend time on homework and/or reading with a child every night. It is our hope that at least three nights per week, time can be made for a homework activity and reading together, and that at least once over the weekend that there can be time to read together. Homework has been set to be due on Friday in order to avoid a Sunday night rush to complete it. Enough homework is set that parents who wish to do daily tasks with their child may do so, but it is not expected that all tasks will be completed every week. Parents will be informed about areas of weakness that need more diligent practice on Parents' Days, reports and by phone/email as needed.

1.4. Upper Primary Homework

Homework is an essential element of student's learning at SCIS. It enables students to reinforce the learning that has taken place at school to ensure that they are secure in their learning of key concepts. It should be viewed as an opportunity to allow students to [make real-life connections](#) to the content that they are learning in the classroom. It should be given as an opportunity to help increase their content knowledge in an area.

Furthermore, teachers can utilize homework as an opportunity to differentiate learning for all students. Homework provides teachers with a significant opportunity to meet each student where they are and support or extend learning.

Completing homework also helps to prepare children to become independent learners and manage their own time effectively in preparation for secondary school and life beyond.

The homework policy at SCIS for Upper Primary allows students to extend their knowledge and skills in the key areas of English and Mathematics weekly, Science every third week and other curricular areas twice or more a term.

Students are encouraged to be responsible with their own time and organisation by completing the three weekly tasks in any order. Homework is given out and explained on a Monday and due in by Friday of the same week.

1.5. Homework volume by year group

Hours per subject per week are *guidelines* only. Teachers should not frequently set more than the stated allocation per week, although it is recognised that it can occasionally happen. Teachers should be reasonable with timescales for homework, taking into account both academic and cocurricular pressures upon students.

Reading at home is fully encouraged. All Primary students should be engaged in a programme of reading through the Oxford Reading Tree and/or school library books. This is continuous and should give each child another 10 - 20 minutes of reading and discussion with parents **in addition** to the homework times quoted.

See table below

Year group	Homework time per day (mins)	Reading time per Day (mins)
Nursery	10	10
Reception	10	10
Year 1	10	15
Year 2	10	15
Year 3	20	20
Year 4	20	20
Year 5	30	20
Year 6	30	20

1.6 Failure to complete homework – sanctions

Lack of homework or poor-quality homework will be sanctioned in an age relevant way. Initially a pupil will be expected to attend ‘stop and think’. Persistent issues regarding homework may result in further sanctions such as a detention. Parents will be called in for a meeting if problems persist.

1.7. Internet learning

Both Lower and Upper Primary classes use educational websites for practice and research at school. Usernames and passwords will be provided for optional use at home. Links for recommended educational websites will be available on year group Google sites. The school recommends 30 minutes maximum of internet use at home each day for students.

Section 2: Secondary Homework

2.1. Definition

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in

lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations.

2.2. Introduction

St Constantine's International school values homework to support learning outside the classroom because homework can consolidate what has been learnt in class or help pupils prepare for future learning. Homework is designed to add breadth and depth to classroom learning. Homework will also help develop lifelong study skills and help students prepare effectively for Cambridge exams.

2.3. How effective is it?

SCIS homework policy is designed to support all learners make progress.

According to the Education Endowment Fund (EEF) (<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/>) the evidence shows that the impact of homework, on average, **is five months' additional progress.**

2.4. How much homework should be set?

Homework is set *regularly* in **each** subject – as an approximate guide:

- KS3: once a week - 20-30 minutes per subject (usually less in yr. 7). In Maths and English there will be shorter homework tasks spread throughout the week.
- KS4: once a week - 30-60 minutes per subject.
- KS5: 5-6 hours of homework/independent study per subject, per week.

This is because studies tend to indicate that there may be an optimum amount of homework of between 1 / 1.5 to 2 / 2.5 hours per night (Lower Key Stage 3 students appear to benefit from smaller amounts (approx. 1 hour per night).

When students spend more time than this on homework, the positive relationship with student achievement diminishes (Cooper, Robinson, and Patall 2006 in <https://www.readingrockets.org/article/key-lessons-what-research-says-about-value-homework>)

2.5. Types of homework

How homework is set is very important. SCIS teachers are expected to follow the research guidance in that homework is most effective when used as **a short and focused intervention** (e.g. in the form of a project or specific target connected with a particular element of learning).

Homework should relate to learning during normal school time as this is important in making homework effective. In the best examples homework is an *integral* part of learning, not an add-on.

2.6. Homework and feedback

Homework is checked by the classroom teacher and high-quality feedback given to pupils in good time.

Homework planners should be checked and signed weekly by parents and form tutors.

2.7. Failure to complete homework – sanctions

Lack of homework or poor-quality homework will be sanctioned. Persistent issues regarding homework will result in further sanctions such as a detention. Parents will be called in for a meeting if problems persist.

Please see the Behaviour for Learning policy for further information.

End.

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