

AL KAMAL AMERICAN
PRIVATE SCHOOL-
RAMTHA



HOMEWORK POLICY



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Issued Date: 1st September, 2022

Review Date: 1st August, 2023

HOMework POLICY AND PROCEDURES

Rationale

<p>"Homework is not an optional extra, but an essential part of a good education." 1999 White Paper, Excellence in Schools</p>

At AKAS, we believe that homework is part of a good education: it provides the opportunity to practise, consolidate and reinforce skills and understanding from work done in school; it provides opportunities to explore something new and/or independently; it allows time to prepare something for the next lesson; it helps students to learn to manage their time and to be able to work independently which will help throughout their time at school and in the future. It is important in raising student achievement.

Homework enhances pupil learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Aims of Homework Policy Homework is a vital part of the study programme in this school and is a necessary extension of class work.

It attempts to:

- enhance the whole learning experience
- raise achievement of all students
- improve motivation of all students
- show progress and understanding
- encourage and develop independent learning
- develop a personal responsibility for a student's own learning
- allow practice and consolidation of work done in class
- assist preparation for future class work
- provide opportunities for individualised work
- enhance students study skills e.g. planning, time management and self-discipline
- develop good habits and self-discipline
- encourage ownership and responsibility for learning
- provide feedback in the evaluation of teaching
- provide opportunities for parental co-operation and support

Expectations: How much and by whom?

Homework timetable

- Students should be given at least two nights to complete homework tasks
- Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school. Therefore, library and Reading corner book shelves and IT Labs are made available to complete homework.

WEEK	
Days	subjects
Monday	Arabic
Tuesday	English
Wednesday	Science
Thursday	Math

Homework will be issued at the discretion of the subject teacher and in order to gain maximum benefit for the stage of the course. Students are expected to manage their own homework schedule to meet submission deadlines

Examinations & Holiday work

There is an expectation that in the week before, and during, the internal examination period there will be no homework set, apart from revision.

Guideline homework times

Year	Guidelines
Year 1-4	30 minutes per homework, no more than 2 subjects per night
Year 5 & 8	30 minutes per homework, no more than 3 subjects per night
Year 9	1 hour per option block subject spread over at least 2 nights Maths, English and Science 1½ hours spread over at least 2 or 3 nights

Setting work, monitoring time taken

Google Classroom / Orison platform are the programmes used for setting homework, and all homework is set in this way. The main rationale for this system is that it prevents any communication issues between staff setting homework, and students recording it. It also allows staff to generate and use banks of homework resources, as well as enabling members of leadership teams to monitor and evaluate the setting of homework across the College.

The setting of homework should be done with sufficient time before the end of a lesson, so that students are able to ask questions.

When homework will be set.

- How much homework should be set
- Types of homework used
- Place of homework in the scheme of work
- Faculty incentives
- Sanctions for unsatisfactory work
- How and by whom homework will be monitored
- Homework action plan following most recent detailed monitoring of homework

Department Development Plans may include homework as an area for action. It is good practice to have regular homework workshops at department meetings to evaluate, create and enhance specific homework tasks.

Types of Homework

- The form that homework can take is varied and departments decide what is most suitable for their subject. It can be:
- an extension of class work to develop or/and clarify further aspects of that subject;
- a separate piece of research work on familiar or relatively new topic;
- preparation for a future lesson;
- flipped classroom assignment;
- revision for a test

Homework can be:

- A planned task – coursework/projects
- Spontaneous work – arising from work in class
- Self-contained work running parallel, discreet from class work
- Preparation for class work – to contribute to next lesson topic

This list is not exhaustive; it serves to give students, parents and teachers a guide. Students can present work in a variety of ways e.g.

- a reading task
- a written assignment or exercise
- drafting and redrafting of a piece of work
- a practical task
- completion of a worksheet
- an oral task
- research from reference books
- research from text books
- collection of specific data
- presentation of specific data
- writing up notes, experiments, surveys, questionnaires
- preparation of a poster or other visual material
- visit to a museum or exhibition
- model making.

Homework and Personalisation

- Give students different tasks
- Some tasks may need different levels of support
- Outcomes from same task will be different using the 'must, could, should' approach.
- Strategies need to vary to suit the student and the task.
- Personalised homework is simply an extension of good classroom practice. Good homework requires planning, flexibility and sensitivity. The principles of good Teaching and Learning are relevant to personalised homework because out of school, students are often on their own, without support and with conflicting demands

Assessment

Homework should have either a purpose such as research or be assessed in some way to recognise its validity.

Teacher assessment will form a substantial part of all assessments in order to understand pupil difficulties, to help them to make progress, to be able to comment fully at parents' evenings and on reports.

As we use box and bubble consistently, departments must keep a record of the standards attained.

Students can expect reasonably prompt return of marked homework and the opportunity to go over what they are unsure of.

Sanctions

When homework is not completed, teachers should initially support the pupil and ensure the tasks set meet the pupil's needs. If this is so, then sanctions should be used. There is an expectation for all students to complete this work. Teachers receive support from their Head of Department, Head of House and Senior Leadership. The sanctions are as follows:

- Class teacher - discussion and negotiation with pupil.
- Head of Department - discussion and negotiation with referred pupil, imposition, informing parents by phone call . Letter to parents if necessary.
- Tutors - through weekly monitoring of students, identifying students with homework problems across several curriculum areas and refers to Head of House. Head of House discusses and negotiates with pupil, applies sanction or support where appropriate.

Incentives

- High quality homework and a good work ethos should be sensitively praised in class.
- Where appropriate, homework should be included in display work.
- For exceptional pieces of homework, a department letter or celebration may be sent home.

Late/poor work

Subject teachers should monitor late submission of work and pursue any problems. Students may be required to complete work in 'catch-up' sessions.