



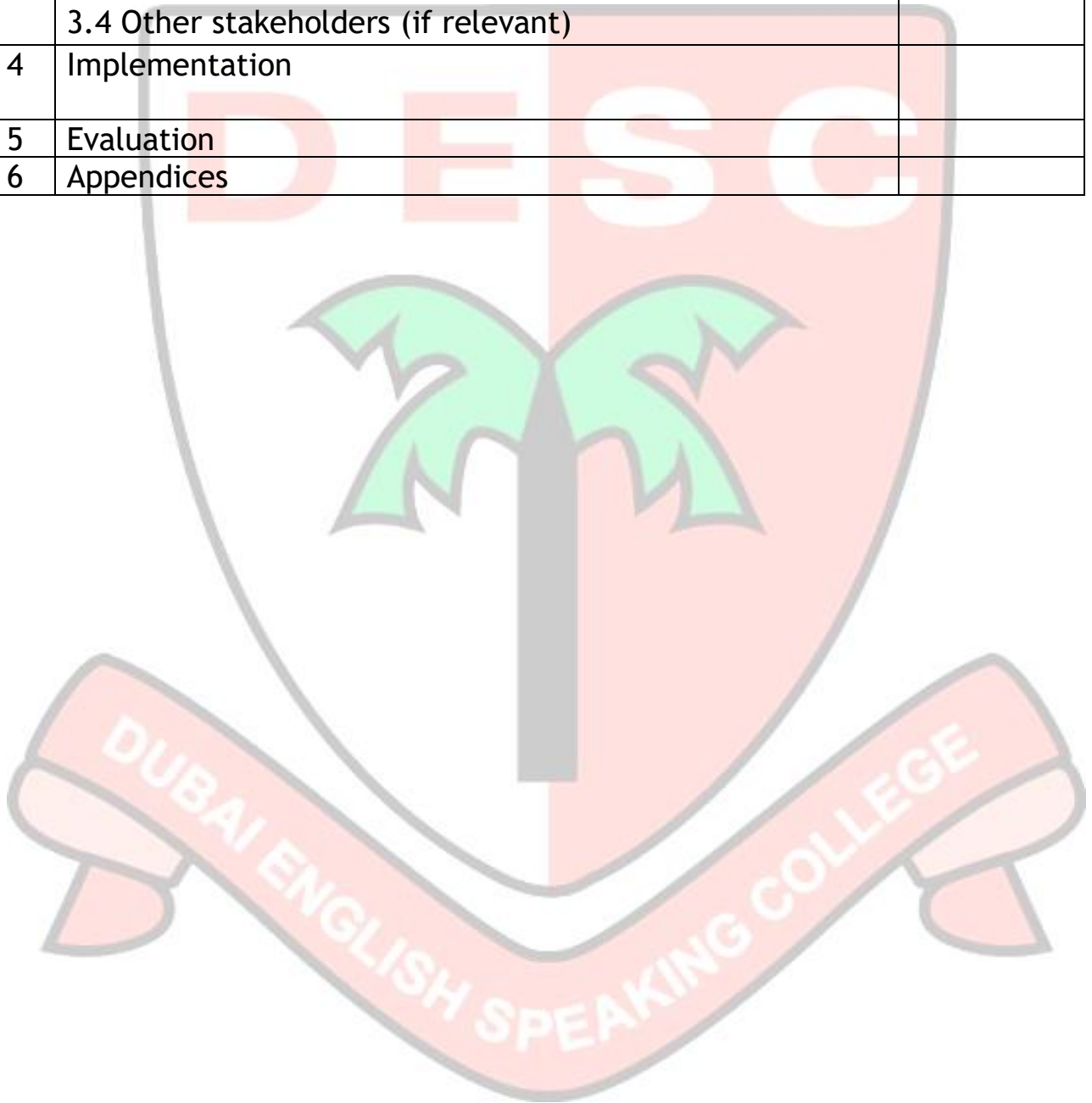
Dubai English Speaking College

Homework Policy

2023 - 24

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(HOMEWORK POLICY)

1. RATIONALE

"Homework is not an optional extra, but an essential part of a good education."

1999 White Paper, Excellence in Schools

At DESC 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.

2. AIMS

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

It should:

- 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

3. RESPONSIBILITIES

3.1 DESC STAFF

- Staff should follow the Homework timetable.

- Staff should set homework that is meaningful, manageable, measurable and motivating for students.
- Staff should set a Teams Assignment for all Homework tasks and ensure it is labelled as HW using the Tags feature in Assignments.
- Staff should add all Homework tasks set to student calendars using the ‘add assignments to calendars’ option in assignment settings. This will act as a student planner.

3.2 DESC STUDENTS

- Students should ensure that they complete homework to the best of their ability and spend the correct amount of time on a piece of homework.
- Students should not persist with a piece of homework that is taking them a lot longer than it should
- Students should try to manage their time effectively and set themselves routines for ensuring homework is complete on time.

3.3 DESC PARENTS

- Parents should encourage their child to try their best with each piece of homework
- Parents should be aware of the homework schedule but should not micro-manage their children in terms of deadlines and completion

3.4 Other stakeholders (if relevant) - state them specifically

4. IMPLEMENTATION

Homework timetable

- A homework timetable is published at the start of the academic year which ensures a fair distribution between subjects and a reasonable time allocation for students in 7 to 11.
- For Key stage 3, this follows a two-week timetable where homework will be split between core and non-core subjects.
- DIVERSE subjects (Art, Drama, DT, IT, Food, PE) which have a greater practical focus, have the option to set tasks at appropriate points throughout the units of work if it is necessary to support the class work. This will be, at most, once per half term.
- - English will set a second homework which will be solely for reading.
 - Maths will also set a second homework for consolidation.
 - MFL will set an additional vocabulary learning exercise at the end of each lesson.
- Students should be given at least two nights to complete homework tasks, although the two-week timetable allows for greater flexibility (i.e. set in Week A, collect in Week B and vice versa).
- 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, a before and after school homework club is offered.

Week A	Week B
English	Science
Maths	History
French	Geography
Arabic	Spanish
Islamic Studies	

For Yr10 - Yr11 the homework timetable is written to give *suggested* timings for each subject. Subject teachers are asked to issue the homework in a manner that will not overload the students, but will give them some opportunity to plan their homework schedule during the week and over a longer period of time for larger pieces of work, some of which will contribute to formal coursework requirements.

Sixth Form homework will be issued at the discretion of the subject teacher and in order to gain maximum benefit for the stage of the course. Sixth Form students have far greater control over the work which they do outside the classroom, much of which will be in the form of wider reading and personal research and, therefore, goes outside the prescription of a set amount of homework. For A Level option subjects a guideline of at least 4-5 hours per subject, per week of the student's personal study time (at school and home) is recommended. The amount and frequency of internally assessed homework will vary from subject to subject, but will form an important part of the learning and continuous assessment procedures alongside personal research and wider reading. Sixth Form 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. In addition, for students in Year 7 - 9, there will be no homework set as holiday homework. However, normal length homework may be set by the subjects on the homework timetable for the last day prior to the holiday. Year 10 - 11 may be expected to use part of each holiday to manage their GCSE workload, especially

coursework, but this should not be excessive. Year 7 - 11 are expected to revise during holidays prior to school exams (internal and external).

Guideline homework times

Year	Guidelines
Year 7 & 8	30 minutes per homework, no more than 3 subjects per night
Year 9	40 minutes per subject, no more than 3 subjects per night
Year 7 - 9	Will not be set work in holidays with the exception of revision prior to school exams. During the exam period, there will be no homework set except for revision.
Year 10 - 11	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

Sixth Form	<i>suggested: 4-5 hours per option choice subject per week (study periods and at home)</i>
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These are suggested maximum time guidelines

Setting work, monitoring time taken

Microsoft Teams is the programme 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.

Work set must be for the time slots on the homework timetable. Work may be set in advance for a future homework slot (i.e. for project based learning opportunities) but it may not be set in retrospect (e.g. if the scheduled homework time is Tuesday and no work was set, it is not acceptable to set work on Wednesday saying that the pupil had spare time the day before).

The setting of homework should be done with sufficient time before the end of a lesson, so that students are able to ask questions. Students are expected to make a careful note of homework set and the date it is to be handed in.

Individual departments will have their own policies covering the content and expectations of homework within their subject. This will detail the following:

- 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. Subject teachers sharing the teaching across an age-group are expected to cooperate with each other to ensure consistency of level of work set and assessment standards. It is the Head of Department's responsibility to ensure consistency of application of these criteria.

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.
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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

Finishing off - must be avoided as a homework task as it is often the weaker students who need to 'finish off' work.

Covering a book must never be set as homework under any circumstances.

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. This can take the form of teacher assessment, peer marking

followed by teacher overview of the results and peer review of research/presentations/writing, occasional self-assessment.

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.
- Teachers MUST record on iSAMS in order to aid monitoring and communication.
- Head of Department - discussion and negotiation with referred pupil, imposition, informing parents by phone call . Letter to parents and detention 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.
- Head of House - monitor through iSAMS records and form tutor meetings, contact with parents, refers pupil to Learning Support Co-ordinator or Assistant Head (Curriculum) in the case of a persistent offender.

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. Tutors will keep an overview of the situation and if a student is unable to manage their workload sensibly with deadlines they may well be asked to revert to next day submission to get back into good habits.

5. EVALUATION

To be reviewed annually, particularly in light of research conducted by T&L Team.

6. APPENDICES

