

**THE BRITISH INTERNATIONAL SCHOOLS OF STAVANGER**

**BISS SENTRUM**

*'Creating the role models of the future'*

**HOMEWORK POLICY – SECONDARY SCHOOL (MYP)**

**Introduction**

This policy aims to provide a comprehensive overview and reflects the fact that regular homework is an important part of secondary schooling. It is reviewed at the beginning of each academic year and aims to reflect a consensus of opinion of the whole teaching staff, as well as input from students and parents.

**Aims**

To ensure purposeful homework that is educationally beneficial in all subjects and all years of the MYP. We believe quality homework are meaningful tasks relating to classwork, that:

- allow for practicing, extending and consolidating work done in class
- provide training for students in planning and organising time
- develop a range of skills in identifying and using information resources
- establish habits of study, concentration and self-discipline which will serve students for the rest of their lives
- strengthen home-school links
- reaffirm the role of parents and caregivers as partners in education
- provide parents and caregivers with insights into what is being taught in the classroom and the progress of their children
- challenge and extend gifted and talented children.

**The school aims to achieve these aims through the following:**

**1. Providing quality homework activities related to classwork**

Where possible, each subject will provide homework in a variety of styles. The three main types of homework are:

- Practice exercises - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including: consolidation exercise, completion of classwork, practicing for mastery, revising information about a current topic, practicing words or phrases learnt in a language other than English, reading for pleasure, and essay writing.

- Preparatory homework - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including: background reading, researching topics for a class unit of work, and collecting items.
- Extension assignments - encouraging students to pursue knowledge individually and imaginatively, including: extended writing, making or designing something, investigations, reports, researching, ICT skills, and monitoring current affairs.

Wherever appropriate, homework will make the most of digital technology and the benefits of using that technology such as home computers, e-mail and the internet for accessing information, organising and submitting homework. However, consideration should be taken when setting homework that relies solely upon the use of technology.

## **2. Ensuring that students are aware of what is expected of them, and how their work will be assessed**

Teachers will ensure that students understand homework assignments set and time during lessons is designated to explain tasks. Where homework is an assessed piece of work, success criteria or an assessment rubric will be provided when the task is set. However, homework may only be assessed formatively.

## **3. Maximising opportunities for successful completion of homework**

Students will be allocated sufficient time to complete homework, taking into account, where possible, extra-curricular activities and sporting events. Should a student require an extension this could be granted at the discretion of the teacher, provided the student has approached the teacher before the deadline.

## **4. Setting a suitable amount of homework which is appropriate to the ability of each student**

An appropriate amount of homework is set each week (see arrangements and expectations). Homework may be differentiated. SEN students follow a personalised programme of homework.

## **5. Marking homework promptly and accurately, providing feedback consistent with assessment for learning principles.**

In all instances homework will be followed up on the due date, and action taken where a student, for any reason, has not completed homework (see behaviour policy). Where appropriate, homework will be marked the following class and students will be given feedback in relation to the success criteria, and an opportunity to immediately respond to that feedback (see assessment policy).

## **6. Alerting parents or caregivers of any developing problems concerning their children's homework and suggesting strategies that they can use to assist their child with homework.**

Subject teachers may contact a student's parents via the office should there be problems with homework. Where there is a general problem over several subjects, the form teacher can contact the parents to work out a corrective plan. Subject teachers will note homework problems in their planners where possible.

## Arrangements and Expectations:

### 1. Recording Homework

Homework is recorded on Managebac by the subject teachers and appears as a red tab on the calendar. Teachers are recording homework in the following manner:

*year group + homework + subject + (date set)*

Further details and instructions are recorded in the “notes” section of the task and worksheets (if appropriate) are attached to the tasks. All students are notified about homework via their student email and must ensure to regularly check their inbox.

### 2. Homework timetable

Each subject has been assigned a dedicated homework day and details can be found on Managebac. Students are expected to complete the homework on the assign day to help them develop their organisational skills. Appendix A sets out suggested homework times for each subject and year group.

### 3. Sanctions

Minor infractions are resolved by and at the discretion of the subject teacher and, in the second instance, the form tutor. In the first instance, a 24hr extension is granted. Failure to complete homework within the extension deadline will result in lunch time detention and parents will be informed. A face-to-face discussion between subject teachers / form tutors and parents might be required for repeated failure to complete homework.

#### Appendix A – MYP Homework timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
MYP1	French	Arts	PHE	Design	Norwegian
	English	Science	Humanities	Maths	
MYP2	Design	Arts	PHE	Science	Maths
	Humanities	English	French	Norwegian	
MYP3/4	Humanities	Arts	PHE	French	Design
	Science	Maths	English	Norwegian	

**Appendix B - Guideline for Homework time in each year of the MYP:****MYP 1 (approx. 1 hour per night)**

English	Norwegian	French	Maths	Science	Humanities	Design	Arts	PE
30 mins	A: 30 mins B: 30 mins	30 mins	1 hour	30 mins	30 mins	30 mins	30 mins	30 mins / unit of work

**MYP 2 (approx. 1 hour per night)**

English	Norwegian	French	Maths	Science	Humanities	Design	Arts	PE
45 mins	A: 45 mins B: 45 mins	45 mins	1 hour	45 mins	45 mins	30 mins	30 mins	40 mins

**MYP 3 (approx. 1.5 hours per night)**

English	Norwegian	French	Maths	Science	Humanities	Design	Arts	PE
45-60 mins	A: 45 mins B: 45 mins	45 mins	1 hour	45 mins	45 mins	30 mins	30 mins	60 mins / unit of work

**MYP 4 (approx. 2 hours per night + community project)**

English	Norwegian	French	Maths	Science	Humanities	Design	Arts	PE
1 hour	A: 1 hour B: 1 hour	1 hour	1 hour 15 mins	1 hour	1 hour	45 mins	45 mins	2 hrs / unit of work

**MYP 5 (approx. 2 hours per night + personal project)\***

English	Norwegian	French	Maths	Science	Humanities	Design	Arts	PE
1 hour	A: 1 hour B: 1 hour	1 hour	1 hour 15 mins	1 hour	1 hour 30 mins	45 mins	45 mins	2 hrs / unit of work