

SECTION 6  
**HOME LEARNING**

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# HOME LEARNING

## 6.1 Objectives

The sole purpose of home learning should be to support students and teachers in further developing a love of learning. The objectives of home learning are:

- to allow students access to learning anywhere at any time
- to provide parents with an insight into, and allow them to contribute to, their child's learning
- to encourage students to develop the practice of self-directed learning
- to develop perseverance, self-discipline and organisation skills
- to allow practice, where it is required, for skills learned in the classroom
- to consolidate previously learned knowledge and skills
- to allow students to demonstrate and develop knowledge or skills in an extended manner in an area of study that interests them
- to open up areas of study and to make possible the use of materials and sources of information that are not always accessible in the classroom
- to prepare for forthcoming lessons/topic areas
- to explore real-life application of concepts covered in school

## 6.2 Home Learning Expectations - Primary School

The PYP encourages students to take responsibility for their own learning and this applies at home as well. The emphasis on student action encourages students to continue their learning in the home including independent research, units of inquiry projects, single subject learning and practice such as maths, language learning, PHE, Visual Arts, and Performing Arts.

All students should be reading every day, either to themselves or with an adult. The emphasis should be on reading for enjoyment. This may involve any area of the curriculum in alignment with the PYP. In single subject classes such as language, students and teachers will also determine purposeful and meaningful home learning where and when applicable.

Home learning should be a personal learning experience for each student. Tasks should represent student choice and interest. Therefore, we understand that there are the following types of tasks - (a) practice, (b) preparation and (c) exploration. The choice of tasks should be shared or negotiated with students and be purposeful to the needs or readiness of the learner.

The completion of daily and weekly home learning tasks is an expectation at the International School of London Qatar. It is also expected that home learning is an opportunity to support learners in becoming more self-directed. The emphasis here is on nurturing a love of learning, not a learning system that involves merits or penalties. Students will be trained to develop tasks that suit their interests and/or their needs. Gone are the days of 'busy work' or practice for the sake of practice. Home learning should be dynamic, exciting, and personal and ultimately, it should support learners in becoming better self-adjusters.

At the International School of London Qatar, we have not outlined the amount of time that students should expect to work on home learning. Learning pace, readiness and needs are personal to each learner. Students should expect to learn how to identify their own learning readiness and set reasonable learning targets in consultation with their teacher. Furthermore, it is expected that the length and complexity of tasks will increase as students move through the different grades.

In consultation with each other, teachers and students should consider the following when producing home learning tasks:

- Home learning can be set daily, weekly, monthly, or to coincide with a unit of inquiry
- The completion of home learning is a school expectation. Teachers will follow up if home learning is not completed on a regular basis, with consideration of individual student needs where appropriate.
- Students and teachers will review and feedback (oral or written) on home learning in a timely manner.

## 6.3 Home Learning Expectations - Secondary School

Home learning forms an integral part of student learning and allows students to develop their time-management, organisation and research skills so they are able to become independent learners with more confidence and greater self-esteem. In the Middle Years Programme, the quality of tasks is of greater importance than the time it takes. As with the Primary Years Programme, the emphasis is on developing skills and attitudes required for the curriculum. Students are expected to ensure that they keep themselves informed of events currently happening in the world be they local, national or international events as the ability to listen, read, watch and discuss is a critical skill essential for developing inquiring minds.

The majority of the tasks are investigative or research-based and relate to the themes studied at that time. Student tasks are recorded by teachers on the ManageBac calendar which parents can also access. As much of the learning is project-based, students are responsible for organizing their time appropriately to manage long-term projects.

In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of home learning, through which teachers plan assignment submission dates at

curriculum planning meetings and involve students, as appropriate, in the setting of due dates. The meeting of the due dates set by the teachers is paramount and teachers will follow up if an assignment or task is not completed.

Parents are asked to support the school and teachers by providing a suitable environment for learning; monitor television, smartphone use and any other activities to ensure that home learning does not suffer as a result; and communicate with the teachers, as needed. In many classes, home learning tasks are integrated into the lesson and students have sufficient time in class to complete the task. Students should ensure that they manage their learning by focusing on completing the task in class and within the given timeframe, rather than completing it at home.

Teachers make every attempt to allow 48 hours for completion of a piece of home learning; however, this is not always possible. If your son or daughter is having difficulty completing assignments, the Late Submission protocol is followed (outlined below):

Note:

Grade 10 students are expected to work on their personal project inquiries at any time of the week and/or weekend.

### 6.3.1 Responsibilities for Home Learning

#### 6.4.1 Parents:

- support the school and teachers by providing a suitable environment for home learning
- guide and assist in assignments outside of school
- monitor television, radio, and any other activities so that home learning does not suffer
- communicate with the teachers as needed.

#### 6.4.2 Students:

Students are expected to ensure that they keep themselves informed of events currently happening in the world be they local, national or international events as the ability to listen, read, watch and discuss is a critical skill essential for developing inquiring minds.

In many classes, home learning tasks are integrated into the lesson and students have sufficient time in class to complete the task. Students should ensure that they manage their learning by focusing on completing the task in class and within the given timeframe, rather than completing it at home.

Note: Grade 10 students will be expected to work on their personal project inquiries at any time of the week and/or

weekend. Students should:

- understand that home learning is their own responsibility.
- make certain that all assignments are understood before leaving class.
- inform their teacher before the due date if they are having problems completing an assignment.
- complete and submit assignments by given due dates.
- learn how to organise and set priorities for assignments.
- establish a suitable time and place for home learning.
- Check ManageBac daily.

### 6.4 MYP and DP Late Submission of Work

All assignment instructions and due dates are clearly communicated to students via ManageBac

If a student is unable to submit their work on time, they need to apply for an extension as soon as they know, but no later than 24 hours in advance of the due date. Later requests may not be accepted. Any student can be granted a time-bound extension depending on the validity of the reason given for the request.

The following consequences for the late submission of any assessments (without an acceptable excuse) apply to all secondary students.

#### First occurrence of late submission in any given subject

A written reminder (either email or via ManageBac) will be issued directly to the student of the expectation that the work will have to be submitted by the new deadline: it can be extended up to a week at the discretion of the teacher, but otherwise will be expected at 7.30 the following morning. If it is submitted by this time, levels of achievement will be awarded. The task must still be completed in order to provide evidence of student learning and demonstrate an ability to meet the assessment criteria for the given task and course requirements. The task, however, will be recorded by the teacher as a 'late submission' in the 'Comments' section on ManageBac. If the work is not submitted by 7.30 am and no extension requested, the teacher should follow the procedure below as per the second occurrence.

#### Second occurrence of late submission in any given subject

An email or note via ManageBac will be sent directly to the student and the parent of the expectation that the student's work will be submitted by the new deadline. If it is submitted by this time, levels of achievement will be awarded. The task is still required to be completed in order to provide evidence of student learning and demonstrate an ability to meet the assessment criteria for the given task and course requirements. The task, however, will be recorded as a 'late submission' in the 'Comments' section on ManageBac.

### **Third occurrence of late submission in any given subject**

If a student's assignment is not submitted on time for the extension (without adequate explanation), the relevant Leader of Learning will meet with students and parents. The student will be taken 'off timetable' and the required assignment will be completed and submitted within the stated time period and agreed upon by the Leader of Learning. The work will then be assessed using the appropriate assessment criteria. The student will meet with the homeroom teacher, in consultation with the relevant Pastoral Leader and agree on a 'success plan' to prevent future occurrences. A record of all parent meeting requests need to be logged on the student tracking form.

### **In-class tasks**

If a student is absent from school on the day an in-class task, e.g., a test, is to be completed, they must meet the teacher on their return and agree a new time for the task to be completed. Failure to follow this procedure could result in the student receiving no credit or feedback for the missed task.

IB Diploma Students (Grades 11-12) are expected to develop as independent learners. Internal and external due dates are published early in the course and regularly updated, and it is expected that students complete all necessary tasks while organising their timewisely. Students will receive guidance on the requirements of units of study and the timescale appropriate as to its completion. Should students miss a lesson, it is their responsibility to catch up on missed work and to ensure all home learning is completed.

Instructions for all home learning assignments and the associated deadlines are placed on ManageBac which parents have access to.