



Amity International School Amsterdam

## Home Learning Policy

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## Mission Statement

*It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.*

*Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.*

## Rationale

At Amity International School Amsterdam, home learning is an essential part of the teaching and learning process. It supplements and reinforces learning in the classroom. Home learning, when done regularly, contributes to the development of Approaches to Learning (ATL) skills and promotes responsibility, independence and creativity. It enhances academic achievements and provides skills for lifelong learning - not 'busy work' for the sake of filling time. Home learning is an opportunity for students to practice, explore, or elaborate on previous learning, or prepare for future classes.

## Purpose

This policy outlines Amity's expectations for home learning to ensure a consistent approach within each year level at the school.

## The Purpose of Home Learning

- Home learning enables students to learn independently and develop positive learning behaviours such as self-control, organisation, and time management (amongst other ATL skills).
- Home learning is an opportunity for students to practice, explore, or elaborate on previous learning, or prepare for future classes.
- This may include revising or preparing for future assessments, therefore promoting skills of self-testing/retrieval practice.
- Home learning may be necessary to link one lesson's learning to the next, e.g., where students have not completed the tasks or are required to gather further information.
- Home learning must be meaningful - not 'busy work' for the sake of filling time.
- Home learning is differentiated to take into account individual student needs, e.g. stretching more able students or helping less able students to consolidate their core understandings.
- Especially, during periods of virtual learning, we should aim to diversify home learning tasks, or provide greater choice of product/process, so that students can reduce their screen time.

- Ultimately, home learning supports all students to be more self-directed in their learning and progress at an appropriate pace towards their academic potential.
- We recognise that students need time to pursue other interests and activities outside of school, and so we strive to support a healthy life balance.
- We also recognise that home learning is part of a process that leads students towards the future demands of external assessments and university applications.

## **Responsibilities**

### **Teachers**

Early Years & Primary Years teachers will:

- Implement the Home Learning Policy.
- Early Years teachers will provide levelled reading books based on individual student's reading ability.
- Primary Years teachers will support students in selecting books appropriate for their individual reading ability.
- Provide ideas for learning opportunities outside of the classroom linked to each Unit of Inquiry.
- Set expectations for home learning.
- Monitor home learning and follow up with families if needed.

Middle Years & Diploma Programme teachers will:

- Implement the Home Learning Policy.
- Set home learning in accordance with time guidelines set in the Senior School Parent Handbook.
- Differentiate home learning for all students to consider individual student needs.
- Remind students of the Academic Integrity Policy for all work.
- Set work on the school's Virtual Learning Environment.
- Monitor home learning and communicate with parents when it is not completed satisfactorily, see Behaviour Policy for further details.
- Provide feedback on home learning.

### **Families and Caregivers**

Families and Caregivers are expected to:

- Provide an environment that is conducive to home learning.
- Encourage children to satisfy intellectual curiosity.
- Encourage children to complete tasks within set deadlines.

### **Students**

Early Years and Primary Years Students are expected to:

- Follow teacher guidelines.

- Adhere to guidance for home learning set in the Primary School Parent Handbook.

Middle Years & Diploma Programme Students are expected to:

- Follow teacher guidelines.
- Adhere to guidance for home learning set in the Senior School Parent Handbook.

## Home Learning in Primary School

At Amity International School Amsterdam, home learning is an essential part of the teaching and learning process. In the Early Years and Primary section of the school, the expectations for home learning are:

### Early Years

- Daily reading with an adult (at least 5-10 minutes). Parents fill in their reading record.

### Primary Years

- Daily reading with an adult (at least 20 minutes). Older students may choose to read independently. Students/parents fill in their reading record.
- Regular times table practise to ensure quick recall up to 12

Teachers also encourage parents to explore suggested materials and activities to support their child at home.

## Home Learning in Senior School

At Amity International School Amsterdam, home learning is an essential part of the teaching and learning process. Home learning can include teacher-directed activities, self-directed time to prepare or consolidate information covered in class to ensure understanding. In the Middle Years and Diploma Programme section of the school, the expectations for home learning are:

### MY1-3

- Commit 30 minutes a week to each of their subjects.
- Submit homework by the deadline indicated in the Virtual Learning Environment.
- Daily reading on a topic/book of choice (at least 15 minutes) in addition to subject requirements

**MY4-5**

- Commit up to 1 hour a week to home learning.
- Submit homework by the deadline indicated in the Virtual Learning Environment.
- Commit 2 hours a week when working on their personal project to ensure they are able to meet the requirements of the project.
- Daily reading on a topic/book of choice (at least 15 minutes) in addition to subject requirements

**Diploma Programme**

- IB Diploma Programme students will receive regular home learning, and can expect the demands of independent study to be higher than for MYP students.
- DP students must adhere to the calendar of deadlines provided on the school's Virtual Learning Environment. The calendar lists the dates when all internal and external assessments are due, including draft work for some tasks. It is important that students understand that, excluding exceptional circumstances, these dates are non-negotiable. The dates are carefully mapped out to ensure that deadlines are reasonably distributed across the timeline of the programme – for the benefit of students and teachers – and so it is important that students manage their time accordingly and work at a consistent and steady pace towards these outcomes.
- Students must ensure they fulfil all programme requirements, including those of the CAS (Creativity, Activity and Service) programme, TOK (Theory of Knowledge), Extended Essay, as well as their six subject areas. Students will be given guidance and support to succeed in their various assessment tasks, while also maintaining a healthy and balanced lifestyle. For further information, please refer to the Amity IBDP Course Descriptions.

When a teacher sets an activity to be completed at home, students will have a week to complete the task. Subjects have been scheduled throughout the week to give home learning activities with a focus on supporting a balanced life.

It is an individual choice to spend more than the allocated time on an activity and if a student is passionate about an activity, this additional time is welcomed and supported but the school expectation is stated above.