International School of London

Home Learning Policy

Date reviewed:
August 2025

To be reviewed:
August 2026

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.
We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world
At the International School of London, we believe in:
Empowering students to maximise their learning opportunities and to fulfil their potential.
Actively integrating cultural diversity in the curriculum.
Creating inclusive, vibrant and innovative learning communities.
Offering a diverse and extensive international programme that supports personal, social and professional growth.

Rationale

At ISL, we recognise that home learning is a valuable part of schooling as it allows for practising,extending, enriching and consolidating work done in class. It also encourages students to develop important approaches to learning, such as planning and organising their time, and identifying and using information resources appropriately. Additionally, it provides an opportunity for students to develop and establish habits of study, concentration and self-discipline.

The best home learning tasks exhibit these five characteristics:

1. **Purposeful** – home learning is meaningful and instils a sense of competence and confidence. The task has a clear academic purpose directly connected to learning objectives.
2. **Efficient** – home learning is designed and assigned to meet thelearning objectives.
3. **Flexible** – home learning is flexible and differentiated to challenge learners with avariety of needs and abilities.
4. **Relevant** – home learning tasks promote ownership by offering choices within theassignment or assignments. In many cases it is good practice to give opportunities for the learners to set their own home learning tasks.
5. **Appealing** – The task engages the learner.

Home learning in different sections of the school

The amount of home learning and the students' accountability for managing their home learningschedules increases as students move through the school.

Learners are all different and may take shorter or longer times to complete the same or similar assignments. Many factors determine how long any given task may take a student, among them:reading speed, amount of preparation done in class, and a student's knowledge base and skill level.Also, students with significant EAL

challenges or skill deficits may require more time on averageand may need support outside of school.

Responsibilities

Teachers

- Inform students and parents of their home learning routine and expectations
- Regularly check books/student planners
- Assist the students to keep a record of any home reading as appropriate to age
- Differentiate home learning tasks to challenge students according to their individual needs and abilities
- Assess home learning promptly, giving constructive feedback and encouragement and using home learning to provide prompts, guidance and structuring further learning.
- Follow up with suitable action if home learning has not been completed, inform parents,pastoral and support staff as appropriate and as indicated in the school's communications and guidance policies.

Students

- Develop organisational skills by planning short and long-term assignments and self- starting; meeting deadlines; plan strategies and take action to achieve academic goals; keep aweekly planner as appropriate; learn how to learn through study and review methods.
- Develop affective skills by practicing focus and concentration; overcoming distractions; demonstrating persistence and perseverance; managing strategies to reduce stress and anxiety.
- Develop reflection skills by considering the content of home learning and study; developtheprocess of learning.

Parents

- Monitor the student's workload
- Foster in the student the dispositions of resilience and perseverance, through encouraging when appropriate, reflecting on the learning process with the student whether the outcome of a task is successful or not, and by encouraging the student to not give up when faced with a challenge.
- Ensure the student has a quiet and dedicated location to conduct their studies.
- Communicate with the homeroom teacher/tutor if they are concerned about the student'sprogress and/or well-being

Primary School Home Learning

Background and Principles

In the Primary School, we believe that home learning should support, extend, and consolidate the learning that is covered in the classroom. We see home learning as a way of supporting children in developing self-discipline, independence, and the ability to take responsibility for their own learning. With this in mind, we recognise that home

learning is most effective for our young learners when tasks maintain a healthy balance between school and home.

Key Features

The amount and difficulty of home learning tasks will be tailored according to the child's age and ability. Home learning tasks will be communicated by each homeroom teacher; these may vary from class to class.

Grade Level	Reading (suggested minutes per day in any language)	Total Minutes Per Week (not including reading)
KG	At least 10 minutes	--
G1	At least 10 minutes	From January At least 20 minutes
G2	At least 15 minutes	From October At least 30 minutes
G3	At least 20 minutes	From October At least 30 minutes
G4	At least 20 minutes	From October At least 35 minutes
G5	At least 20 minutes	From October At least 40 minutes
Home Language	Incorporated as part of the daily reading noted above	1 written assignment for Thursday-Tuesday

- We recommend that daily reading of self-selected texts should be a part of every student's home learning and in whichever language the student chooses. Reading at home is an excellent means of developing thinking skills, increasing fluency, developing language skills, and helping children develop confidence with their reading. Reading could involve the student reading alone, reading to their parents, parents and child reading together or taking turns to read, or the parent reading to the child (especially for young learners who are just learning to read). Teachers will ensure that the books students bring home are personalised to ensure that every child is successful in strengthening their literacy skills.
- Additional homework assignments may include relevant, authentic connections to the Units of Inquiry or to subject-specific areas such as Math or Language. In some instances, it may be set for particular students who would like to extend their learning in a certain area, for instance, through online math games. In these instances, home learning tasks will be personalised, purposefully planned, and feedback will be provided in return.

- Parents can support their child's home learning in various ways, such as by providing students with a suitable place in which they can work and by discussing various aspects of their homework. Parents can also enrich their child's learning through family activities such as visiting libraries, museums, etc., playing games, researching a topic for fun together, etc.

Middle School Home Learning

Background and Principles

The vision on home learning in the middle school is that home learning is matched to thecontent progression of lessons and is immediately relevant to learning.

Home learning should:

- Enhance the work done in class and allow time for extra practice of new skills andconcepts.
- Be designed to be constructive, challenging and interesting.
- Be set to fit into a reasonable amount of time so that it is achievable within areasonable time and students do not feel over-loaded or discouraged.
- Be assessed promptly (within two weeks) and constructive feedback given to students.
- Be manageable for both teachers and students.

Middle school teachers will:

- Inform students and parents of their home learning routine, and employ ManageBac as the main platform of communication regarding home learning andassignments.
- Make sure the instructions on ManageBac are clear, so that they can be understoodby any student who may have missed the lesson in which the instructions were given; understanding that their audience includes the students themselves, as well as their parents.
- Include drafts and due dates to assist the students in learning to plan short- andlong-term tasks.
- Include a time frame; after which time the students have permission to stop, even ifthe work is not completed.
- Assess home learning promptly, giving constructive feedback and encouragement.

- Adjust home learning requirements to suit the needs of individual students; taking into account learning styles, EAL and SEN, such as dyslexia and processing speed.
- Follow up if home learning has not been handed in and inform parents and the Homeroom Teacher / Tutor if the 'problem' persists; and explore if the heart of the problem is an Approaches to Teaching and Learning issue, rather than a behavioural issue.

Middle School Expectations

Grades 6 to 8

Excessively easy or excessively demanding home learning – either in terms of duration or difficulty should not be set as this will have negative consequences for student learning. It isdifficult to be precise over the duration of home learning and a guide of about 1 hour per evening (3 hours at weekends) to be set at a ratio of about 15 minutes per lesson (e.g. a subject at 2 hours per week, should be supplemented by about 1 hour of home learning per week) has been used. Written home learning should be set and marked at least once a week in every subject and all marks should be recorded in an easily understood manner in the ManageBac gradebook.

Grades 9 and 10

Excessively easy or excessively demanding home learning – either in terms of duration or difficulty should not be set as this will have negative consequences for student learning. It isdifficult to be precise over the duration of home learning and a guide of about 2 hours per evening (3-4 hours at weekends) to be set at a ratio of about 20 minutes per lesson (e.g. a subject at 2 hours per week, should be supplemented by about 1 hour 20 minutes of homelearning per week). Written home learning should be set and marked at least once a week inevery subject and all marks should be recorded in an easily understood manner in the ManageBac gradebook. In Grades 9 and 10 it is understood that project work and revision will add to the overall amount of time students will need to spend at home on school work.

The parent handbook sets out a brief summary of these guidelines and a route forany parent concerns about home learning overload or non-assignment.

Diploma College Home Learning

Background and Principles

Home learning is an important aspect of the educational process. It represents an increase in "timeon task" and can be considered valuable for post-16 students where it:

- helps students to make more rapid progress in learning
- allows students to develop the practice of working independently.
- encourages work at home in the quiet and private conditions needed for creative andthoughtful work of all kinds
- stimulates further reading and research
- allows valuable practice of skills learned in the classroom.
- allows students to prepare effectively for learning in the next lesson as part of a 'flippedlearning' approach
- allows students to use materials and other sources of information that are not alwaysavailable in the classroom.
- involves parents and others in the students' work for their mutual benefit.
- gives opportunities for long-term research and other work.
- forms a link with the methods of study important to success at higher levels of education

The Nature of Home Learning in the College

The assignment of home learning is the responsibility of the class teacher. Besides being well planned and of suitable duration, home learning should:

- have a definite purpose and be part of the planned curriculum
- be in a variety of forms (research, written work, reading, projects, revision, on-line tasks)
- be within the capabilities of the student, while sometimes offering opportunity to extendand enrich learning in the classroom
- be differentiated to meet specific student learning needs as indicated on IndividualEducation Plans
- reinforce and extend class work in progress, or prepare students for tasks to be carried outin class where appropriate
- be clearly explained and recorded on ManageBac
- be followed up, acknowledged, marked and given credit where appropriate and in a timely fashion

In the Diploma Programme, there will be periods of time where the students will have many deadlines to meet. It is therefore vital that students plan well for the whole course and consider how they will approach extended tasks such as coursework in order to avoid leaving too much to do near deadlines.

While teachers retain the responsibilities for home learning, there is a needfor greater flexibility and room for negotiation between students and teachers (particularly for longer projects involving coursework toward assessment). In addition to home learning that is set in a structured and time-limited way, students need to continually review class work in preparation for final external examinations. Students are supported through coaching in time management skills through the College guidance programme and curriculum overviews are

developed to assist them with their personal management of their studies.
College students have study periods as part of their timetable and they should ensure that they usethese wisely in order to complete tasks.

Assessment of Home Learning in the College

The completion of home learning should always be checked by the class teacher. Students will not see the value of completing home learning if it is not checked and if they are notgiven appropriate feedback.

A range of assessment techniques can be used to check home learning and these are set out in the school Assessment Policy. These include:

- Teacher marked work – where quality written feedback is given to the student.
- Peer assessment
- Self-assessment
- Oral feedback.
- Presentations.

Appropriate records of assessment should be kept for home learning, usually in the form of assignments set in ManageBac

Where home learning is assessed and the grade may contribute to a summative semester grade, home learning should be subject to the checks as given in the ISL Academic Integrity policy.

Responsibilities

The IB Diploma Coordinator will:

- Monitor the quality of home learning tasks set including ensuring thattasks take into account students' individual language and learning needs.
- Monitor assessment methods used for the checking of home learning and ensure thatappropriate records are kept and that these are consistently applied.
- The Tutor and Head of Student Welfare will:
- Liaise with parents and teachers regarding home learning issues.
- Help students who are having issues completing home learning to the best of their ability.
- Ensure that college guidance procedures are followed where effort or production fallsshort of college expectations.
- The Head of Department will:
- Ensure that home learning set within their department conforms to the expectations setout in this policy.
- Monitor the quality and frequency of set home learning tasks.
- Monitor the quality of feedback given to students for home learning tasks.
- Follow up with teachers regarding issues arising with individual students and poorcompletion of home learning.

The teacher will:

- Ensure that the home learning they set conforms to the expectations set out in this policy.
- Ensure that they follow the expectations set out in the departmental home learning policy.
- Ensure that home learning tasks are differentiated when appropriate either by tasks orexpected outcome or both and that this is communicated to students.
- Ensure that EAL students have the tools that they need to be able to successfully completehome learning tasks at home.
- Ensure that home learning is always checked and that appropriate feedback is given tostudents for home learning tasks.
- Follow up with individual students regarding issues of poor completion of home learning.
- Keep appropriate records of assessment and completion of home learning.
- Give students advice on how to improve their approach to home learning tasks as andwhen necessary.
- Include feedback on individual student attitudes and approaches to home learning as partof the reporting process.
- Keep tutors aware of issues relating to the completion and quality of home learningproduced by students in their groups

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.