International School of London

# Home Learning Policy
# 2026-2027

**Date reviewed:**
**August 2026**

**To be reviewed:**
**August 2027**

## 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

At the International School of London, we believe that home learning should **support, consolidate and extend** the learning that takes place in the classroom. As an IB World School, we aim to develop curious, reflective and increasingly independent learners who take ownership of their learning.

Home learning should be **meaningful, purposeful and age-appropriate**, providing children with opportunities to practise skills, explore ideas, read, reflect and make connections between their learning at school and the world around them.

We recognise that every child is different. Home learning should therefore be **differentiated where appropriate** to meet individual needs, abilities and interests, while remaining manageable for children and families.

We believe that home learning should maintain a **healthy balance between school and home**, allowing children time for play, family, rest, physical activity and their own interests.

Our approach is to ensure that home learning adds value to children's learning and supports them in becoming **curious, confident and independent learners**.

**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<br>At least 20 minutes |
| **G2** | At least 15 minutes | From October<br>At least 30 minutes |
| **G3** | At least 20 minutes | From October<br>At least 30 minutes |
| **G4** | At least 20 minutes | From October<br>At least 35 minutes |
| **G5** | At least 20 minutes | From October<br>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 Policy**

Purpose and Philosophy

At the International School of London, home learning is an important part of the learning journey, supporting students to consolidate, extend and reflect upon the learning that takes place in school. As an all-through IB World School, our approach to home learning reflects the principles of the International Baccalaureate and our commitment to developing curious, independent, reflective and internationally minded learners.

Home learning should be **purposeful, meaningful and manageable**. It should provide students with opportunities to practise skills, deepen understanding, make connections, develop independence and prepare for future learning. It should not simply add to students' workload for the sake of completing tasks.

Our approach recognises that students have different strengths, needs, interests and learning profiles. Consequently, home learning should be differentiated where appropriate to ensure that it provides an appropriate level of challenge and support for each learner.

Home learning is one component of a rich educational experience. It should complement, rather than replace, the collaborative, practical, creative and inquiry-based learning that takes place in the classroom.

Principles of Home Learning

Across Grades 6–10, home learning should:

- be **meaningful and purposeful**, with a clear connection to learning taking place in the classroom;
- be appropriately **differentiated according to student ability, need and readiness**;
- support the development of **independent learning skills and the IB Approaches to Learning**;
- provide opportunities for students to practise, consolidate, apply or extend their learning;
- be clearly communicated to students, including the purpose of the task and the expected completion date;
- be recorded on **ManageBac** so that students and parents have a clear and accessible overview of expectations;
- be manageable alongside students' other academic, extracurricular, family and personal commitments;
- receive timely and useful feedback so that students can understand their progress and identify next steps.

**Summatively assessed work is not appropriate as home learning.** Home learning may support students in preparing for, practising or developing skills required for summative assessment, but summative assessment itself should be completed within the appropriate assessment conditions established by the teacher.

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## Grades 6, 7 and 8 Home Learning

In Grades 6–8, home learning should support students as they develop increasing independence, organisation and responsibility for their own learning. At this stage, the emphasis is on establishing positive learning habits while ensuring that home learning remains purposeful and proportionate.

Time Expectations

Students should normally expect approximately **30 minutes of home learning per subject per week**.

This is a guideline rather than a target to be filled. Teachers should prioritise the quality and purpose of the learning rather than assigning work simply to meet a prescribed amount of time.

Where a student's individual needs require it, the nature, amount or level of challenge of home learning should be differentiated accordingly.

Setting Home Learning

- Home learning should be set **at least one week before the due date** wherever possible.
- All home learning should be clearly communicated through **ManageBac**.
- The task should include sufficient information for students to understand what they are expected to do and, where appropriate, why the task is important.
- Written home learning should be set **at least once each week in every subject**, where appropriate to the subject and current learning programme.
- Tasks should be meaningful and connected to current learning rather than being repetitive or designed simply to occupy students' time.

Feedback and Recording

Teachers should provide feedback on assessed home learning and other submitted work within a **maximum of two weeks**.

Where home learning is formally recorded or graded, marks and/or feedback should be recorded in the **ManageBac gradebook** in a manner that is clear and readily understood by students and parents.

Feedback should, where appropriate, help students understand what they have done well, what they need to improve and what their next steps in learning should be.

## Grades 9 and 10 Home Learning

In Grades 9 and 10, students are increasingly expected to take responsibility for their learning and to develop the independence, organisation and study habits that will support them in the later stages of their IB education.

Home learning should therefore provide appropriate opportunities for students to consolidate learning, develop subject-specific skills, prepare for future learning and become increasingly confident and independent learners.

Time Expectations

Students should normally expect approximately **one hour of home learning per subject per week**.

As with Grades 6–8, this is a guideline rather than a target. The focus should remain on purposeful and meaningful learning rather than on the quantity of work assigned.

In Grades 9 and 10, students should also recognise that **project work, longer-term assignments and revision** may add to the overall amount of time required for schoolwork outside the classroom. Teachers should take the wider assessment and homework demands across the curriculum into account when planning longer-term tasks.

Setting Home Learning

- All home learning should be **posted on ManageBac**.
- Students should normally receive **at least one week's notice** before work is due.
- Tasks should have a clear learning purpose and should contribute meaningfully to the current programme of study.
- Home learning should be differentiated where appropriate to reflect individual student ability, need and readiness.
- Teachers should consider the overall workload of students when setting substantial projects, extended tasks or revision.

Feedback and Recording

The expectations for feedback and recording are the same as for Grades 6–8.

Teachers should provide feedback on assessed home learning and other submitted work within a **maximum of two weeks**. Where marks or grades are awarded, these should be recorded clearly in the **ManageBac gradebook** so that students and parents can readily understand the student's progress.

As students move through Grades 9 and 10, feedback should increasingly encourage students to reflect on their own learning, identify areas for development and take responsibility for their next steps.

**Summatively assessed work is not appropriate as home learning.** Home learning may be used to build the knowledge, skills and understanding required for a summative assessment, but the summative assessment itself should be undertaken under the appropriate conditions established by the teacher.

## Supporting Students and Families

We recognise that a student's experience of home learning can vary depending on individual circumstances. Our aim is to ensure that home learning supports learning without creating unnecessary or disproportionate pressure.

The **ISL Parent Handbook** provides a brief summary of these home learning expectations and outlines the route for parents to raise concerns where they believe there may be an issue with **home learning overload, an imbalance in workload, or non-assignment of expected home learning**.

Open communication between students, parents and teachers is encouraged. Where concerns arise, these should be raised through the channels outlined in the Parent Handbook so that the school can work collaboratively with families to address them.

Ultimately, effective home learning at ISL should enable students to become increasingly **independent, reflective and responsible learners**, while maintaining the balance, wellbeing and curiosity that are central to an IB education.

# 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.