

Homework Policy

Mahindra International school- Internal Procedure
Updated: October 2020

Rationale & beliefs

We believe that when homework is assigned with deliberate purpose, it is meaningful, relevant, engaging and serves to promote inquiry. In line with our **school's learning beliefs**, we believe that homework should be learner centric, applicable, constructive and allow for metacognition.

The quality of homework designed has a greater impact on learning outcomes than the frequency at which it is given. This is reconfirmed through discussions with the Parent body and Student Council who emphasise the importance of linking homework assignments showing clearly defined success criteria to school based learning.

We believe that learning is most effective when the nature of the homework assigned allows the learner to consolidate and reinforce the skills and knowledge already gained during lessons or to prepare for learning in subsequent lessons.

In line with the **MIS mission statement**, "to promote learning, encourage responsibility, celebrate diversity" purposefully devised homework should,

- Promote and stimulate learning to challenge and extend the skills of the student
- Encourage the student to take personal responsibility for their learning
- Celebrate the diverse and varied approaches to learning that our students hold

Homework should also be considered an important approach to fostering a strong home-school partnership.

In line with the **MIS vision statement**, we aspire for our community to be empowered, innovative, agile and to contribute positively within and beyond the school.

Our approach to homework builds on this statement by empowering our students to 'self direct' their own learning and to communicate with other learners and their teachers with confidence in order to deepen their learning.

Taking collective responsibility for homework

The responsibilities held by students, faculty and parents touch upon all areas of the IB learner profile.

Engaging in meaningful homework encourages students to be inquirers, thinkers and knowledgeable.

Inquirers	Thinkers	Knowledgeable
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Role of SLT:

- Promote this policy by communicating it clearly to student, staff and parents
- Ensure that homework is built into teachers planning
- Provide supportive guidance for parents
- Keep up to date with new developments with regards to homework
- Monitor and evaluate this policy

Student responsibilities:

Students are responsible for

- engaging fully with learning through all homework assignments to develop the ability to be self-directed, confident and a lifelong learner.
- ensuring that all assignments submitted are authentic and follow the academic honesty expectations of the school.
- Communicating with the teacher if further clarity or guidance is needed
- Submitting homework by the date confirmed by the teacher
- Submitting homework using the approach agreed by the teacher e.g. digitally using Managebac, handing in physical evidence of homework.
- managing homework assignments by breaking each assignment down to manageable stages before the submission date.
- Ensuring that the work submitted is the correct version for the task assigned. Submission of incorrect assignments e.g. draft instead of final copy will be considered at the discretion of the teacher **and** Co-ordinators.

Faculty responsibilities

Teaching staff are responsible for

- Clearly explaining the nature and purpose of all homework assignments and how they link to the IB learner profile, especially enabling students to become strong inquirers, thinkers and knowledgeable learners.
- Deliberately planning meaningful homework assignments which support, consolidate, extend or 'preload' learning during lessons.
- Providing appropriate resources, where necessary, to allow students to engage with the assignments given.
- Differentiating homework where necessary to meet the identified needs of individual learners.
- Providing high quality ongoing feedback allowing learners to understand and reflect upon their strengths, areas for development and opportunities for growth (in line with assessment policy and within guidelines of the MYP/DP)
- Using Managebac to systematically maintain and use a record of quantitative/qualitative progress for each student based upon formative and summative feedback given on homework assignments throughout the academic year.
- Adhering to submission dates given to students using Managebac and following up with appropriate consequences and communication with students and parents if homework is not submitted on time or appropriately.
- Determining homework submission dates appropriately using the whole class calendar on Managebac to consider a bigger academic picture for the student.
- Modelling and demonstrating how chunking of a longer assignment can be done with planned interim progress checkpoints.

In addition, Heads of Department, Co-ordinators and the Principal are responsible for monitoring the quality of homework planned by all teachers, the regular recording of student progress on Managebac and reasons for late submission of homework.

HODs are expected to use department meetings as one way of discussing appropriate and meaningful homework, discussing samples of student homework and clarifying expectations for homework assigned.

Parental responsibilities

Parents are responsible for

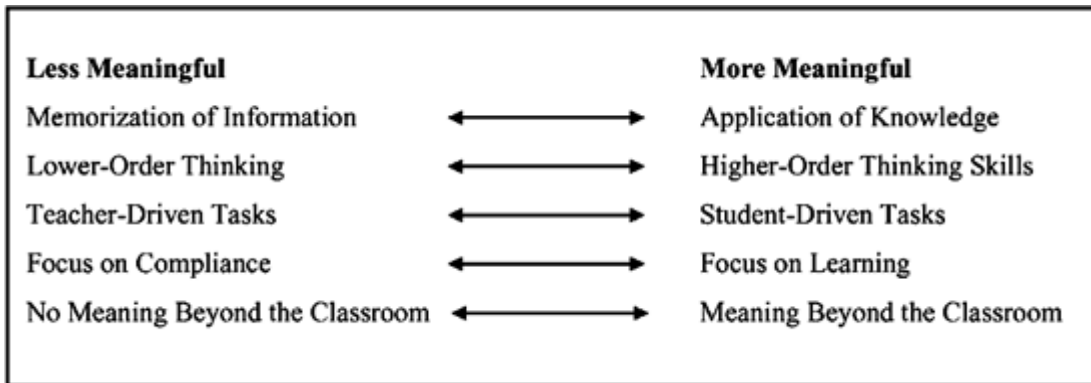
- Guiding and supporting their child to become confident and independent learners, able to manage their own time and resources.
- Encouraging their child to communicate with school for further clarification about the homework assigned where necessary.
- Accessing Managebac to view the homework assigned to their child each week
- Providing a quiet workspace for their child to routinely focus on homework and to provide light supervision where necessary.

- Communicating with the teacher in the first instance and then MYP/DP Co-ordinator if there is a specific issue regarding their child’s access or ability to engage in homework.

It is imperative that parents recognise that although homework provides an opportunity for academic learning, social and physical activities are equally as important when balancing an holistic view of the development of their child.

Guidance to ensure homework assigned is meaningful.

The box below shows examples of homework. We believe that teachers should deliberately plan meaningful homework assignments where the purpose is clearly explained to students.



Examples of meaningful homework

- encouraging students to identify and solve problems that are important to them and relate to the real world around them.
- ‘pre-loading’ learning which is then applied during subsequent class time.
- assignments which allow students to connect concepts across subject curriculum in order to deepen understanding.
- organising thinking through the selection of graphic organisers
- collecting and collating appropriate data for an inquiry/investigation
- conducting research relating to classroom-based learning
- allowing students to design their own homework, with guidance, that caters to student needs and interests.

Examples of less meaningful homework.

- word searches
- Irrelevant colouring, cutting and pasting
- recall questions
- labelling items
- ‘busy work ’e.g. using rote worksheets

Types of homework

Depending upon the learning, some homework assigned will tend to be brief in nature eg printing diagrams for a subsequent lesson, reviewing learning from a recent lesson.

Brief homework is known as a '**Homework task**' and should be entered by staff on Managebac as 'Homework task' followed by details of the homework. Homework tasks should be **colour coded blue**.

Alternatively, homework that requires deeper research or engagement should be entered by staff as '**Homework assignment**' and **colour coded red** on Managebac.

This notation and colour coding will allow staff, students and parents to distinguish between homework of varying demands – an important consideration when assigning and deciding the submission date as a teacher.

Assigning homework

Where: All homework for all grade levels must be assigned by teachers using Managebac. Homework should not be assigned on Google classroom - this is an area to post resources, create a dialogue about the learning with students and any other reminders.

Resources for homework may also be provided to students on Managebac as an attachment or link.

When: Teachers must check the class calendar when assigning homework and deciding upon the submission date, allowing the full academic picture for the child to be considered.

Ideally, homework would be assigned during the lesson itself or during school hours.

When assigning homework, submission time should be 8am on the day of submission. Ideally the submission day should coincide with a day when the teacher is expecting to see the students in a lesson.

How much:

Based upon the class calendar, there should be no more than **2 homework assignment submissions** for each grade level on any one day.

In the case of long term projects, the teacher must model how the learning has been 'chunked' to allow the project outcomes to be achieved over a span of time.

Guidelines from research studies suggest the following:

MYP1 : each homework assignment could take up to 30 minutes.

MYP2 - 4 : each homework task could up to 45 minutes.

MYP 5 - DP2 : each homework task could take from 75 - 120 minutes.

These are not hard and fast rules and it is important that homework is meaningful and relevant rather than assigned without purpose.

Homework task - submission expectations

Teacher assigns homework to students:

- Expectations have been discussed with any relevant assessment criteria given
- Any clarifying questions addressed
- Submission time and date confirmed by teacher verbally and on MB. 8am preferably on a day when the lesson is taking place.

Student action

On time submission
 Student submits homework on/by due date and on/by submission time.

Non-submission
 Student does not submit homework by submission time/date.

Teacher action

For homework tasks - formative / summative feedback given to student and parent within reasonable time period using Managebac
 (link to assessment policy)

Teacher emails parents with cc to HOD and HR teacher
 Teacher assigns SLT detention for student that week.
 Teacher sends student name(s) to Sec Office manager – use of Google doc for weekly detentions.
 Centrally supervised weekly detention.

Formative/summative homework progress recorded by teacher on Managebac.

Sec Office manager confirms detention with parents of student, student and HR teacher using standard message. SLT detention held once a week Record of student detentions kept by Sec office manager. Homework should still be completed by student and feedback will be given by teacher within reasonable time.

IB Assessment submission expectations – Specifically for MYP5, DP1, DP2 students.

This relates to formally assessed IB pieces of work, the marks of which may form part of the overall IB grade.

Teacher assigns IB assessment to students:

- Expectations have been discussed with any relevant assessment criteria given
- Any clarifying questions addressed
- Submission time and date confirmed by teacher verbally and on MB. 8am submission time on Monday agreed.

Student action

IB formally assessed work – draft or final submissions

IB formally assessed work – draft or final submission

On time submission
 Student submits formally assessed IB assignment on/by due date and on/by submission time – 8am

Non-submission
 Student fails to submit formally assessed IB assignment by submission time/date – 8am

Teacher action

Appropriate feedback given to student and parent within reasonable time period using Managebac (link to assessment policy)

Teacher informs

- Co-ordinator/Principal of non-submission immediately with cc to HOD.
- Teacher communicates with parent and HR teacher via email
- Where necessary, SLT remove student from lessons to complete and submit final IB assessed work within agreed time period.

IB formative feedback recorded on MB

- Removal from lessons considered internal suspension and recorded in student file.
- Parents and HR teacher informed of internal suspension by SLT & Sec Office manager

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Homework policy completed in June 2019 by:

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