



THE AUSTRALIAN SCHOOL OF ABU DHABI

MYP-DP HOMEWORK POLICY

2020-2021

MYP/DP Homework Policy

(To be read in conjunction with the section titled ASAD Homework Guidelines)

Philosophy

Regular homework is important because it provides students with the opportunity to reinforce theory that is learned and a mechanism to practice and/or extend the tasks done during class time. These ultimately result in the student improving his or her vital educational and life skills. Homework also provides continuity for good study habits, fosters independence, responsibility and self-direction, and deepens skills and knowledge. It also helps students to become confident and independent in their learning which will help them throughout their time at school and then post-school throughout their adult lifetime.

Definition

Homework is defined as being any work planned or approved by the teacher to be completed by the student outside regular class time in order to reinforce practice or apply newly acquired knowledge and skill and to develop an effective independent study habit.

Quantity

Homework will be set according to the guidelines established by the MYP academic area, with the amount of homework dependent on the grade level of the student and the point in time of the academic year. Essentially homework will comprise two parts, namely the 'core' part, which is compulsory, and the 'optional' part, which is not compulsory. The core part must be completed by every student, whilst the optional part is available for any student (or parent/guardian of a student) who wishes to see the student academically extend him or herself. A general rule is that total core homework over the whole School week for all courses/subjects for any MYP student (other than those students in Grade 10) should not exceed five (5) hours. These hours are considered those that an average student should need to complete the work. Optional homework hours can vary depending on the homework. DP homework quantity is usually more than MYP and often of a complex nature.

Responsibilities

Students, teachers and parents together have a responsibility for ensuring that homework is completed on time and to a defined standard. Students are responsible for ensuring quality and timely completion of their homework. Teachers are responsible for setting educationally appropriate and relevant homework. Parents are responsible for encouraging and supporting their child (the student) to complete the homework as required.

'ASAD Homework Guidelines' outlines the specific responsibilities of each of the three sets of stakeholders.

Homework Timetable

To ensure regularity and consistency, homework days will be set by the School.

Heads of

Schools will be responsible for the planning and publication of any homework timetables. Homework timetables will be designed taking into consideration the age and grade level of the 'target' students. Homework timetables will include a core homework part and an optional homework part for students who wish to do extension homework. Homework timetables will also include the required submission due dates and necessary instructions.

Failure to hand in homework and/or lateness of submitting homework

ASAD has guidelines in place covering failure to hand in homework and lateness of submission of homework (see 'ASAD Homework Guidelines' and 'ASAD Assessment Guidelines'). Homework not completed to the required standard will be redone by students and commented on (in writing) by teachers.

A student failing to hand in homework due to illness must provide the School with a Medical Certificate (see 'ASAD Homework Guidelines' for details).

ASAD Homework Guidelines

a.

Introduction

ASAD has a commitment to an effective homework programme.

The nature and extent of homework will vary with subjects and age(s). Whilst it is difficult to definitively quantify the minimum amount of homework to be expected by a student in a particular grade or the time required to complete the assigned task, it is accepted that some guidelines must be offered to students and parents. It must, however, also be accepted that there may be peaks and troughs in homework due to a variety of factors such as time of session, religious holidays or recognition of other demands on students.

b.

Homework is defined as any work planned or approved by the teacher to be completed by the student outside regular class time in order to practice or apply newly-acquired skills and knowledge and to learn necessary skills of independent study.

c.

Learning outside of class time is an essential part of good education and leadership skills. Regular homework is important, since it provides students with the opportunity to practice the tasks done during class time at home, which ultimately results in the student's improving both vital educational and life skills. Homework provides continuity for good study habits; fosters independence, responsibility and self-direction and deepen skills and knowledge. It also helps children to become confident and independent in their learning, which will help throughout their time at school, and in adult life.

d.

To:

Help students make more rapid gains in the learning process.

Provide an extension or re-enforcement of class work or a preparation for future class work. Encourage skills and confidence in working independently.

Encourage the discipline and responsibility of private study and working to deadlines and involve students in planning and organising their own time.

Allow assessment of student's progress and mastery of work.

Foster interest and enquiry in students.

Allow parents the opportunity for direct involvement in their child's work for mutual benefit.

Provide additional time needed to complete an assignment given during the school day.

Enable teachers to focus on other activities that require their physical presence during class time.

Establish a framework for future higher educational studies.

e.

The four main types of homework are:

Practice exercises: provide students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

Consolidation exercise e.g. maths, including memorisation of tables.

Practising for mastery e.g. spelling words.

Revising information about a current topic.

Practising words or phrases learned in languages.
Reading for pleasure.
Essay writing.

Preparatory homework: provides opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including -
Background reading.

Reading e.g. English text for class discussion. Researching topics for a class unit of study. Collecting items e.g. geometric shapes.

Collecting items linked to Unit of Works.

Extension assignments: encourages students to pursue knowledge individually and imaginatively including:

Writing e.g. a book review.

Making or designing something e.g. an artwork. Investigation ex. science, social science.

Researching e.g. history, local news.

Information and retrieval skills e.g. using a home computer to find material on the Internet or WWW.

Monitoring e.g. advertising in particular newspapers. Optional assignments.

Learning through Activity: promote 'learning through fun' (possibly after-school activities):

Appropriate Internet games. Board games

Crafts

Puzzles

Projects

The use of projects and technology is encouraged but teachers must also, recognize that not all students have access to all technological software.

f.

The amount of homework set will depend on the Grade level of students and the academic time of year. For Years 6-12, it is expected that during any lead up to exams and tests that homework will be revision in nature, and will focus on practice exercises - new work will not be mandated. Students will be informed of what is to be revised.

For Years 6-12, teachers should consult the electronic homework calendar to ensure that students are not overloaded with homework. There should be no more than three subjects' core homework set on any night and that do not amount to more than an hour's work.

g. Guideline Responsibilities

i. Student Responsibilities

All students are to:

Ensure they take the homework timetable, relevant books or copies. Do their very best on all homework assignments/ tasks.

Seek help from the teacher who assigned the task if difficulty is experienced. Complete assignments in a timely fashion as requested by the teacher.

Complete promptly any work assigned by the teacher when a pre-authorized absence is requested.

Do their own work at all times i.e. independent of each other, tutors and/or other people unless this is pre-approved by the teacher setting the homework.

Reflect on their learning.

In addition, Years 6-12 students are expected to:

Inform the teacher well before a task is due if they are experiencing any difficulties – such notification is not given the night before or day of submission.

Contact teachers immediately upon return from absences to find out about any make-up arrangements (if arrangements are allowed).

If sick and unable to complete set homework, to provide the teacher with a note from their parent.

Enter the homework into their Planner before leaving the classroom.

ii.

The assignment of the amount and type of homework should be the professional responsibility of the teacher based upon the needs of the child, the subject matter and the School Academic Calendar. No teacher should fail to assign homework when, in their judgment, the homework is beneficial to accomplishing or reinforcing academic goals and objectives. Homework should not be 'busy work' but rather work which meets an educational need. Teachers are to ensure that homework has been entered into Planners before students leave the classroom/lesson.

Based on the above, homework assignments/tasks will be:

Coordinated between subject area departments so that students do not receive an overload of homework one day and very little the next or conflict with school sponsored afternoon/evening events.

A meaningful extension of and not in-lieu of classroom learning and lessons. Attainable, ensuring that all students are capable of successful completion of assignments/tasks.

Commented on, and if applicable Marked/Graded. In Years 6-12, summative homework will receive a grade and a comment indicating attainment according to the criteria and any areas for improvement. Formative homework will have comments and/or corrections made. Comments in general should be constructive and professional.

Marking should in general be returned as speedily as is possible, and in particular sufficiently swiftly to enable students to apply any necessary correction to subsequent tasks. In most cases, homework should be marked ready for handing back with brief individual feedback during the next appropriate lesson. Books should be marked at least once a week.

Explained to students when being set. This means that homework is not something that is referred to at the end of lesson but is explained fully so that students understand what they must do as well as the required quality needed.

For Years 6-12, placed on any electronic homework calendar and will include: date set, date due, type of task, outline of task, indication if the homework is Summative or Formative. Teachers are potentially available during break and/or lunch if students need additional help with homework. Students need to negotiate with the teacher a suitable time for additional help. Students and parents, especially for MYP and DP,

are reminded that students have a responsibility to ask for help and to be reasonable in their request for help. Teachers do not teach extra lessons for individuals students.

iii.

Homework is intended to be a learning activity for students, in particular an opportunity to take responsibility for their own learning and to think creatively and reflectively. Given that the subject matter should already have been covered in class, Parents and Form teachers should refrain from 'teaching' the student or giving the student answers to questions. Rather they should ask the student to explain and to work through their homework without significant assistance.

Years 6-12 teachers will upload homework onto the Electronic Homework Calendar daily. Parents should both check their child's Diary before contacting the School regarding non-setting of homework.

Form teachers, in order to ensure that they do not create confusion in the student or give inaccurate or misleading information as regards content and assignment/task expectations, should contact Class teachers and make an appointment to discuss the programme, its requirements and expectations. The class teacher is the expert in the School's programme(s) and is therefore the best person to discuss course requirements and homework needs. Form teachers should focus on developing student inquiry skills and not create dependency on them.

h. Homework Tracker

i. A Homework Tracker will be available on the School's Server. Teachers are expected to input homework given to the students so that other teachers are aware of the load. When entering homework on the Homework Tracker, teachers should indicate the subject, the nature of the homework and the expected time needed to complete the homework. In general, and as a guide, it is expected that students will devote the following maximum amount of time to homework per night (including weekends).

Grades 6-8	1 hour per night
Grade 9-10	2 hours per night
Grades 11-12	As required

j.

Staff and Parents should refer to the 'ASAD Assessment Guidelines' for more detailed information on assessments/tasks and absences.

Authorized Absences: including, but not limited to - sickness accompanied by a registered Doctor's note and/or long term absence due to emergency family circumstances (as determined by Heads of School)

For known authorized upcoming absences, parents should request homework to be set. If an authorized absence is to be of less than five days duration, students are expected to catch up on the work upon their return to the School. The exception is for IB DP students who must contact the School if the anticipated absence is more than three days.

Work will only be set if the absence is long term (over 5-day duration) and authorized. In such cases, parents must inform the School, in writing, 48 hours in advance of the start of the absence. They should indicate the length of anticipated absence, the nature of any illness (if this is the cause of the absence). For some situations, sending work home will not be appropriate. This will need to be discussed with the parent concerned. For long term absences, the Home Room Tutor will organize for the work from the class teachers. In some cases, work may be emailed to either the parent and/or student.

For Years 6-12 students who are absent for short term periods, it is the responsibility of the student to find out about any work they have missed, including assessments/tasks, tests and assignments. All work missed must be made up (see 'Assessment Guidelines' for further information).

For unauthorized absences, no work is provided and students are expected to make up any lost homework as best they can.

k.

Students are obliged to catch up and submit missed homework on a due date issued by the teacher. For Years 6-12, in general students who have not completed homework will be required to complete it during lunchtime. A note should be put in the student's Diary by the teacher and followed up on if parents do not respond either in writing or by phone.

Failure to complete homework twice will result in the student staying behind after school to complete it. In all cases, the Home Room Tutor and parents will be informed. Form teachers will keep track of any disciplinary action for non-completion of homework.

For students who have had two or more referrals by teachers, the SMC will be informed. The SMC will inform parents who will be required to attend a meeting to discuss the issue. In addition, students may be required to complete homework during break and/or lunch time with the teacher allowing time for snack and/or lunch.

l.

Teachers when setting homework will outline the homework requirements in terms of length, quality and presentation. It is important that all students take pride in their work and present it accordingly. Scrappy presentation is often an indication of lack of care and poor content and even poor attitude.

Students who fail to follow the requirements may be requested to redo the homework assignment; however, the original grade (if applicable) will stand (see also 'ASAD Assessment Guidelines')

Monitoring

All departments monitor assessment within their subject, to ensure that the agreed policies and practices are being carried out by all teachers.

m.

No person may cancel/change or amend designated homework schedules other than the Principal or those persons formally designated by the Principal.

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This Policy will be referred to regularly to check that it is being consistently implemented. The Principal and the IB Coordinators are responsible for the implementation of this Policy and for its review. Copies of the Policy will be uploaded on the server to be communicated to all members of the staff. A copy will also be available on the School's Website.