

EUROPEAN SCHOOL OF VARESE- Primary Cycle

HOMEWORK POLICY

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1. Introduction and aim of this Policy.

This policy has been devised in concordance with the **European School Framework in Devising School Homework Policies** – approved by the Joint Teaching Committee via the Written Procedure 2022/52 on 30th November 2022.

ESVA's internal homework policy for Primary Cycle is aimed at making more explicit the aims, objectives and guidelines to inspire decisions, actions and attitudes of the stakeholders involved.

This policy comes into effect from the school year 2023-2024 and will be revised annually, if deemed appropriate.

At ESVA Primary School teaching staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon and have an opportunity to play. We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, dance, football, music lessons etc. We believe that homework activities should be set, but should not promote resentment, friction and conflict.

This homework policy is designed :

- To ensure consistency of approach throughout all the language section of the primary school. It is also acknowledged that the assignment of homework is an individual choice of each teacher.
- To provide mandatory methods of communicating homework between teachers, pupils and parents.
- To ensure progression towards independence and individual responsibility.
- To ensure parents/guardians have a clear understanding about expectations for themselves and the pupils.

2. Definition, form and purpose of homework.

“Homework” is any work or activity completed outside lesson time, either alone, with parents, or others. Homework makes an important contribution to progress at school.

Simple games, learning spellings, and of course reading with parents provide valuable opportunities for the practice/reinforcement of key skills in a supportive environment.

Some homework can take the form of research, drawing, collecting specimens, pictures and general background from papers and magazines. As children get older they need to develop the habit of regularly devoting short periods of time to personal study.

All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

We see the purpose of homework as being to:

- Develop an effective partnership between school and parents for each child’s education, as children achieve more when teachers and parents work together.
- Effectively consolidate and/or extend what is learned in school.
- Be meaningful.
- Utilise resources for learning available at home.
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond.
- Provide opportunities for parents and children to work together to enjoy learning experiences.

2.1. Differentiation of homework – additional homework.

Differentiation of homework is the setting of homework tasks which match the current stage of pupil development and ability. It is an extension of differentiated instruction, that happens outside the classroom, to anchor or deepen the pupil’s learning effectively. The main elements of differentiated homework are:

- by content
- by process
- by product

- by ability
- by deadline

Additional homework is not the same as differentiated homework.

By agreement, additional homework can be given to pupils if they need more practice to master certain skills, or if a pupil is not keeping up with the level they should be, to be able to follow lessons, e.g.: extra workbook, extra reading time, etc.

2.2 Homework for children with educational needs.

Setting the right type and amount of homework for children with educational needs will need careful consideration by the class teacher, support teacher and co-ordination with parents/guardians. The objectives of homework outlined in this policy should apply equally to pupils with educational needs.

Whilst they may benefit from special tasks separate from the homework set for other children in the class, it is important that they should do as much in common with other children as possible.

Homework tasks for children with educational needs should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied - and not purely written assignments;
- be manageable for teachers.

3. Guidelines for the duration and timing of homework.

Pupils differ in terms of their ability and speed of completion of work, providing a specific amount of time is difficult. The following are only general **guidelines** and are to be considered just as recommended durations.

Engaging in homework should be a structured time for the pupil, with focus and without distraction, to minimise the amount of time they need to carry out their tasks.

If the time taken to complete homework varies too much from the guidelines, if a pupil gets upset about homework, then parents/guardians should contact the class teacher to talk about it, something can be worked out.

Year Group	Approximate time allocation
P1 / P2	10-20 minutes
P3	30 minutes
P4 / P5	60-120 minutes

As a general rule, no homework shall be given during official holiday time.

In order not to extend the long school days, homework should be given only on Mondays (Year 1 + 2), Wednesdays and Fridays, or, on a weekly basis.

The only homework which should be set on a regular basis for 1st and 2nd year children is 10 to 15 minutes reading practice with a parent in the evening.

4. How teachers support this policy:

- By providing a range of homework tasks and activities.
- By ensuring that pupils have clearly marked their homework in their school diary or by notifying parents/guardians of their child's homework via the school institutional channels (email, TEAMS, SMS).
- By ensuring that the children have a clear understanding of the tasks involved and a common understanding of the positive expectations held of them individually, according to their ability.

- By communicating with parents and keeping them informed of children's progress, projects and topics studied in class and their children's individual tasks.
- By checking that pupils carry out their homework and keep a steady commitment.
- By implementing collective/individual correction and providing feedback (appropriate comment of praise, appreciation or area for improvement, grade/mark, etc.).
- By acknowledging that any form of homework should not result in a formal assessment.
- By making their pupils aware of the assessment form/criteria adopted and actively involving them in developing self-assessment skills.

5. How parents/tutors can help to support their children:

- Provide somewhere peaceful for children to work without the distractions of television, other family members, pets, etc.
- Provide a suitable place equipped with a clear table space, chair and good light.
- Allow their children to work at an appropriate pace.
- Provide encouragement and support to children when they require it.
- Support the school in explaining and valuing homework.
- Encourage pupils and praise them when homework completed.
- Be actively involved in the homework (particularly of younger children).
- Sharing with teachers their observations on how well the children completed their activities, whether they were interesting / too easy / too hard, etc. Any concerns regarding homework completion shall be shared as well.

6. Expected children's attitude towards homework.

Children are expected to:

- Make full use of any learning opportunities they are presented with.
- Tackle home tasks promptly and with a positive attitude.
- Take pride in their presentation and content, acknowledging the high personal standard expected.
- Be organised to look after and return books/copybooks/worksheets/work crafts and completed tasks on the agreed dates.

7. Feedback for pupils, parents/guardians and teachers.

Feedback needs to be given promptly and may be given in a variety of ways:

- Verbal response from parents/guardians and from teachers
- Class discussion
- Peer evaluation
- Self-evaluation
- Presentation of work in class
- Written comments
- Marking

8. Reviewing the policy,

This Policy will be reviewed as required and will consider opinions of teachers, parents/guardians, and pupils.