



BELVEDERE INTERNATIONAL SCHOOL

HOMework POLICY

2024-2025



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Hili, Al Ain, United Arab Emirates



www.belvedereinternationalschool.com





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Homework refers to any work or activities which students are asked to do outside lesson time (either on their own or with parents or carers) in response to guidance from their school. Belvedere International School believes that properly planned homework, that is integral to class based learning and takes into account the learning profile of individual students, is an important part of education and can have a positive impact on a child's academic development. However, we also acknowledge it is of equal importance that children are allowed free time to enjoy other pursuits, especially those that contribute to their social and physical development.

Key members

Senior Leadership Team

The Purpose of Homework

- To enable students to make maximum progress in their academic, social and physical development.
- To further the opportunity of *students* to develop the skills of an independent learner.
- To promote a partnership between school and home.
- To enable *students* the opportunity to develop and enhance their own areas of interest (*with guidance*).
- To help *students* develop good work habits for the future.

Range of Homework

- Homework that consolidates and reinforces learning done in school and that allows *students* to practice skills taught in lessons.
- Homework that allows *students* to extend and to build upon the skills taught in lessons, which will encourage independent thinking and provide challenge.
- Open Homework which allows *students* to work to their own preferred learning style and/or interests, by offering both a choice of subject and of presentation.
- Research based homework and ICT opportunities.

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Amount of Homework

- **FS2 & Year 1**
Up to 1 hour of homework per week (excluding individual reading and spelling (see 3.1 & 3.2).
- **Years 2 & 3**
It is expected that children will spend approximately of 90 minutes per week on 'set tasks' (see 3.1 & 3.2), excluding individual reading and spelling.
- **Years 4, 5, 6,**
It is expected that children will spend approximately of 90 – 120 minutes per week on 'set tasks' (see 3.1 & 3.2), excluding individual reading and spelling.
- **Years 7-10**
It is expected that children will spend approximately of 180 - 240 minutes per week on 'set tasks' (see 3.1 & 3.2), excluding individual reading and spelling.

Special Educational Needs

- **See SEND policy**

Assessment, Feedback and Progression

- All homework will be marked according to School Marking policy.
- Appropriate targets should be set if and when necessary.
- Homework will be returned, if appropriate, to allow parents to share in the feedback process.

Communication with parents

- Belvedere International School Homework Policy will be available to view in the School Administration Office, on the school website and on the school's management information system, Engage.

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- Each teacher will outline homework expectations and guidelines for their year group at the beginning of each year and at Parent Evenings.
- Parents will be expected to sign (next to the details of homework which has been set) alongside work. This is to be done in a timely manner.
- Parents can use Engage or email to write comments or to inform teachers of current family circumstances
- General guidance on how parents can best help their children to complete homework is available in the form of a help sheet. (Appendix II)
- Documents supporting parents to understand the NCFE levels are also available.

Homework Tips

Introduction

Homework can be a frustrating and upsetting experience for some children and their parents on a daily basis. Below are some tips to help make homework a more profitable experience.

First of all, remember: the purpose of homework is to practise something that your child is already familiar with. If homework is too difficult, you should discuss this with the child's teacher. Don't allow your child to become frustrated because homework tasks are beyond their skills or take too long. Setting smaller amounts of work and/or allowing extra time will often help.

- **Establishing a Routine**

Develop a daily homework routine. A written or visual plan put in a prominent place is ideal. It should include a particular place set aside for homework and an agreed plan as to what happens after arrival home from school. It should also be flexible enough to take into account after-school activities.

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The homework place needs to be as quiet as possible, with a cleared space for work and items required at hand e.g. pens, pencils, rubber, books, etc. The kitchen table is suitable if close supervision is required at busy times.

Work out the best time for your child to do their homework. Keep in mind that your child may be very tired after school - they may have had to work harder than their peers. They may need a break before starting homework.

Daily reading is essential, as lots and lots of practice is required to develop and master literacy skills. Read aloud with your child when they are becoming frustrated. This helps them to understand and enjoy what they are reading and it still helps them to learn. Your child can also read along with books or electronic versions.

- **Getting started**

Chunk homework tasks into manageable parts. Give breaks between tasks. Encourage your child to produce quality work rather than rushing tasks. Some children can become discouraged when faced with large amounts of work.

Go over homework requirements to ensure your child understands what to do. Read instructions aloud when you know it is hard for them to decode accurately. If necessary, practise the first example or two with them.

Help your child to generate ideas for writing tasks and projects before they start work. If necessary, revise vocabulary that they may need. Sometimes you may help to develop a writing plan.

Encourage them to present work using their personal strengths - for example, they could use pictures if they are good at art. When necessary and appropriate, scribe for your child so that they can get their ideas on paper more accurately.



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- **Checking and monitoring work**

Help your child to learn editing, self-monitoring and checking skills so they can go over their own work more independently as they get older. For example, a simple process like COPS can be helpful when proofreading work:

C = Capitals. O = overall appearance. P = punctuation. S = spelling

Teach your child to use the computer for work as they get older. Show them how to use a spell checker and encourage them to learn touch typing skills on a suggested Typing Tutor program.

If they are slow to complete work, encourage them to use a timer and see how much work they can complete in five minutes. But remember that if homework is regularly taking too long or is too difficult, you should discuss this with the teacher.

Give your child lots of praise as they complete homework tasks. Be specific about what they have done well.

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