

# British School Salalah

## Senior Homework Policy 2023-24

**Drafted:** September 2023 by Dana Omar

**To be reviewed by:** Deputy Head of Senior School

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## Rationale

Homework at British School Salalah aims to enrich and develop student's learning in school and supports them in succeeding academically. Using the research on the High Performance Learning *thinking skills* and *learning ethos*, we employ strategies and activities that have the greatest impact on learning as part of our home learning approach. All decisions about home learning are research-based.

Homework tasks act to support, develop and extend learning that takes place within school. The school also acknowledges the importance of students' spending time in: creative pursuits, the outdoors doing physical exercise, following their own interests, taking part in cultural activities, carrying out chores in the home and looking after others.

Research shows that homework has a significant positive impact on learning, with benefits including but not limited to;

1. **Reinforcement of Learning:** Homework provides students with an opportunity to reinforce and practise what they have learned in the classroom. This helps to solidify their understanding of key concepts and skills. (Cooper, 2001)
2. **Independent Learning Skills:** Homework encourages the development of independent learning skills, including time management, organisation, and self-discipline. These skills are valuable for lifelong learning. (Vatterott, 2009)
3. **Preparation for Future Lessons:** Homework assignments can prepare students for upcoming lessons by introducing them to new topics or concepts, making classroom instruction more effective. (Epstein & Van Voorhis, 2001)
4. **Parental Involvement:** Homework provides an opportunity for parents to be involved in their child's education, promoting a positive home-school connection and facilitating communication between parents and teachers. (Deslandes & Royer, 2013)
5. **Critical Thinking and Problem-Solving:** Homework tasks often require students to think critically and solve problems independently, fostering cognitive skills that are essential for academic success. (Cooper, Robinson, & Patall, 2006)
6. **Preparation for Assessments:** Homework assignments can serve as valuable preparation for quizzes, tests, and examinations, helping students to perform better in assessments. (Trautwein & Köller, 2003)
7. **Extended Learning Opportunities:** Homework allows students to explore topics in greater depth and engage in extended learning beyond the

classroom, promoting a deeper understanding of the subject matter. (Hattie, 2009)

8. **Responsibility and Accountability:** Completing homework teaches students responsibility and accountability for their own learning. It helps them understand the consequences of not meeting deadlines and fulfilling academic obligations. (Kouzma & Kennedy, 2002)
9. **Individualised Learning:** Homework can be tailored to individual students' needs and abilities, allowing for differentiation and personalised learning experiences. (Tomlinson, 2000)
10. **Preparation for Real-Life Skills:** Homework helps students develop skills that are applicable in real-life situations, such as research, time management, and information synthesis. (Bempechat, 2004)
11. **Parent-Teacher Communication:** Homework assignments provide a basis for meaningful discussions between parents and teachers about a student's progress and areas where additional support may be needed. (Epstein & Van Voorhis, 2001)
12. **Consolidation of Knowledge:** Homework assignments serve as a means to consolidate and review what was covered in class, reinforcing the retention of information over time. (Trautwein et al., 2002)
13. **Motivation and Work Habits:** Completing homework can instil a sense of achievement and motivation in students, fostering positive work habits and a commitment to learning. (Zimmerman & Kitsantas, 2007)
14. **Preparation for University and Career:** Homework prepares students for the expectations of higher education and the workplace, where self-directed learning and time management are essential. (Bempechat, 2004)
15. **Improved Academic Performance:** Numerous studies have shown a positive correlation between homework completion and improved academic performance, particularly in high school and beyond. (Cooper, 2007)

## What should it be?

Wherever possible, homework should be differentiated according to individual student needs, goals, targets and abilities. Tasks set represent a range of activities, for example verbal, written, practical, problem-solving and research.

As students progress through school, the quantity and complexity of tasks increases. There is an expectation - particularly in exam years - that students engage in their own self study and the revision of units of work as part of preparing for end of year examinations.

Homework tasks will be set for each subject on an allocated day, in order to distribute workload across the week. All homework tasks will be set on **Google Classrooms**. All tasks will then appear on the student's individual calendar, but it is recommended that students also record details of the homework and when it is due to be submitted.

It is up to class teachers and departments to decide on the type of homework that is set, which could include:

- An extension of work completed in class to further clarify or deepen understanding of that topic
- A research task, completed either in advance of or whilst learning a topic, to promote independent study skills
- Advanced reading/task to prepare students for an upcoming lesson or topic
- Revision for an upcoming assessment or examination

The same piece of homework may be set for the whole class or your child may receive a personalised task, designed specifically for them to enhance their learning.

BSS Senior School makes use of various Online Learning Platforms to support work that is completed in class. Students may be set homework tasks on any of these online platforms, for which they each have their own personalised login details provided by the school. Platforms include Century and Seneca.

It is expected that as students progress through the Senior School, they will complete an increasing amount of work per subject per week. Below is a guideline of the expected amount of homework each student will complete per week.

Year 7 - 9 (Key Stage 3)	30 - 45 minutes per subject per week
Years 10 & 11	40 - 60 minutes per subject per week

## When should it be?

### Years 7-10

Homework tasks for students in Years 7-10 will be set on the days specified on the below timetable. The aim of the Homework Timetable is to evenly distribute workload across the week for students and to help establish routine. On occasion, tasks may be set at times different to those specified below, but students will always have a minimum of 72 hours to complete any homework tasks.

All homework tasks will be posted on Google Classrooms regardless of whether work is to be completed online or in books.

All students should aim to read between 30-60 minutes a day. Reading is an essential way for students to grow their vocabulary and build effective communication skills. All students have access to the Senior Library and are able to borrow books to take home and read for pleasure.

	Year 7	Year 8	Year 9	Year 10
Sunday	Arabic	Maths French	Maths	French
Monday	Maths French			English
Tuesday	English		French	Maths Arabic
Wednesday	Science	Science Arabic	English Science	Biology Chemistry
Thursday		English	Arabic	Physics

Teachers will identify students who fail to complete homework tasks on time and/or to the expected standard. These students will be supported or sanctioned, in accordance with the guidelines set out in the respective section of this policy.

## Year 11

	Year 11
Sunday	Maths
Monday	Chemistry Arabic
Tuesday	
Wednesday	English
Thursday	Biology Physics

## Year 11-13

Students in Years 11-13 will be set homework tasks at the full discretion of their subject teacher. Students may receive a homework task whenever it is deemed necessary or appropriate in order to support their preparation for their exams. For extended tasks, students will be given a 72 hour time period in order to complete the task, however students may sometimes be required to complete tasks for the next day. For example, a student might be expected to complete a short reading in

preparation for their next lesson or to practise skills learnt before they are developed in the next lesson.

Students in Years 12 and 13 are expected to complete at least one hour, per subject, per school day of independent learning outside of their contact time. They will use this time to either complete tasks set by their teacher or to conduct self guided study to support their learning.

Self-guided study could take the form of:

- Reinforcement of content or skills learnt in class
- Research/reading to further develop their understanding of their subject
- Revision for any upcoming assessments or examinations

## Assessment and Feedback

Findings from John Hattie's work, a key influencer of High Performance Learning philosophy, "identifies feedback as the single most effective classroom intervention" (Hattie, 2008). All homework will be marked in accordance with the BSS Marking and Feedback Policy, built upon the key principles of the HPL framework.

Students therefore will be provided with timely constructive feedback on all homework tasks submitted, in order to maximise the effectiveness on student learning and progress.

This feedback will either be given directly by the teacher or can take the form of guided peer or self assessment.

## Sanctions and Rewards

Students are expected to complete tasks on time and to a high standard. Students who fail to submit tasks on time or at all or who submit work of a low standard will be identified by their teachers. The teacher will first look to find ways to support the student, before applying sanctions if required. Sanctions will be applied and escalated in the line with the BSS Senior School behaviour policy, summarised below;

- Homework is to be set according to the HW timetable.
- Clear deadlines must be set and outlined in the Google Calendar.
- If a student does not hand in their homework on or before the deadline they will be afforded a 24 hour extension in the first instance.
- In the event that the student does not hand in homework within the 24 hour extension period, the class teacher should set a short detention. If this happens more than twice in a term, the student will sit a lunchtime detention with Deputy Head and home should be notified.

- All missed homeworks and contact with home, as well as sanctions, should be recorded on Student Support Logs
- Persistent non-completion of homework will result in a student being put on a Report Card, parents will be informed. Failure to show a marked improvement as a result of being put on Report will result in an after school detention. In line with our Home School Agreement, a student's place at the school may be forfeited if homework expectations are not met.

Students will also be rewarded for work of a high standard, in any of the following ways;

- Verbal praise to the student in class
- Award of House Points
- Award of Golden Ticket
- An email or letter home for exceptional pieces of work
- If appropriate, the homework activity may be added to classroom displays

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