HOMEWORK POLICY
SECONDARY CYCLE

Introduction
This policy aims to balance academic rigour with student well-being by recognising the value of homework in reinforcing learning while ensuring a manageable workload. The school commits to regularly reviewing and adjusting the policy to align with evolving student needs and educational best practices.

Definition
Homework refers to tasks assigned to students by teachers, which are intended to be completed outside of regular school hours. These tasks may include daily practice exercises, cross-disciplinary investigations, long term projects, and other supplementary activities that reinforce classroom learning. In alignment with inclusive practices, homework should be differentiated and tailored to accommodate the diverse learning needs of all students, fostering an equitable educational environment.

Purpose and Philosophy of Homework
Homework is a fundamental element of the educational process, intended to extend learning beyond the classroom. Its purpose is to empower students to reach their full potential by engaging in meaningful tasks that enhance their confidence and motivation as learners. Additionally, homework serves as a platform for acquiring competencies that may be challenging to foster in a traditional classroom setting. It promotes a culture of learning where the completion of assignments signifies progress in the educational journey. Furthermore, teachers play a pivotal role in guiding and monitoring effective homework assignments to ensure students grasp their significance in the learning process. Ultimately, homework aims to cultivate students' self-assessment skills, promoting independence and autonomy in their pursuit of knowledge.

Scope and Applicability of Homework Policy
This policy applies to all students in the secondary school, across all levels (S1 to S7), regardless of their language section or learning abilities. It encompasses all subjects taught at school and aims to support the overall educational objectives of the school while embracing inclusivity.

RESPONSIBILITIES

The Senior Leadership Team
1. Dissemination: Responsible for sharing the policy with all stakeholders and publishing it on the school's website.
2. Homework Alignment and Policy Adherence: Ensure that teachers consistently assign homework that aligns with the syllabi while also meeting this policy's objectives.
3. Communication Bridge: Act as a liaison between teachers and parents to investigate reasons for students' difficulties adhering to the homework policy or to address any homework-related issues.

Teachers
1. Homework and Test Instructions: Provide clear instructions and explanations for homework assignments and tests through the school's management system (SMS); utilise dedicated Microsoft Teams groups for each class to share supplementary instructions and pertinent teaching and learning

resources; and ensure that all information related to homework and tests is uploaded on SMS by the conclusion of the school day (6pm at the latest). Teachers are responsible for adding any homework-related information on SMS by this deadline, and they are not expected to reply to students' messages after this time (via email or Teams).

2. Workload Management: Ensure that the complexity and volume of homework align with the curriculum.
3. Timely Feedback: Offer prompt feedback on completed homework, aiding students in understanding their strengths and areas for improvement.
4. Collaborative Planning: Collaborate among themselves to prevent overwhelming students with excessive homework on a single day, especially during holiday breaks, when students should have opportunities for rest and leisure. Teachers are allowed to assign homework over the holidays, but it cannot be assigned right before the holidays with a deadline on the first day after the holidays. Sufficient time should be provided for students to complete the assigned homework either before or after the holidays.
5. Realistic Deadlines: Establish deadlines that are directly relevant to the assigned task for submitting homework.
6. Absence Assistance: Provide accessible resources for independent completion during student absences and offer support upon their return, minimising disruptions to academic progress.

Learning Support Educators
1. Support Role: Provide support for the work initiated by teachers.
2. Collaborative Support: Support and complement teachers' roles in implementing homework-related strategies.

Students
1. Homework Recording: Accurately record homework assignments in their planners.
2. Time Management: Allocate sufficient time for completing homework tasks, promoting effective time management.
3. Independent Effort: Make a genuine effort to complete homework independently, seeking clarification from teachers and/or parents/guardians when necessary.
4. Timely Submission: Submit homework on time, meeting specified requirements and quality standards.
5. Appropriate Sourcing and Referencing: Recognise the significance of proper sourcing and referencing, particularly in the last cycle (S6-S7). Acknowledge the importance of citing sources and providing references in your assignments, fostering academic integrity and demonstrating research skills.
6. Absence Responsibility: Take responsibility for catching up on any missing homework when absent from school. While students should proactively seek guidance from teachers or classmates, the main responsibility lies with the teacher.

Parents/Guardians
1. Supportive Role: Support their child's adherence to the homework policy and provide a conducive environment for completing assignments.
2. Homework Assistance: Assist their child by discussing homework tasks, helping with time management, and encouraging good study habits.
3. Communication: Communicate with teachers if homework-related concerns arise, ensuring a collaborative approach to address any challenges.

Sanctions
1. Non-completion of homework without valid reasons may result in a deduction of marks or other consequences, as determined by the teacher and/or the school.

2. Repeated failure to complete homework or engaging in plagiarism may lead to escalating consequences, such as parental involvement, additional assignments, or disciplinary actions.

Importance of Avoiding Plagiarism and AI Usage

1. Plagiarism is strictly prohibited as it erodes the fundamental principles of integrity and independent learning. It is vital that students recognise and respect the intellectual property of others and take ownership of their own work. Plagiarism not only undermines the educational process but also hinders personal growth and development.
2. We encourage students to utilise AI tools responsibly as powerful aids for comprehension and enhancement of their work. While using AI, it is imperative that students maintain a commitment to originality and proper attribution.
3. Inclusive AI practices go beyond tool usage; they involve teaching students about the ethical application of AI tools. Students are encouraged to consider the impact of AI on their work and the importance of preserving their unique voices and perspectives.

Guidelines for Homework Allocation

1. Time Allocation by Year and Subject: The specific time allocated for homework varies by year and subject.
2. Professional Judgment: Teachers have the discretion to determine the nature, frequency, and volume of homework based on their professional judgment.
3. Consideration of Teaching Load: Teachers consider their weekly teaching load when assigning homework and aim for proportional distribution if necessary.
4. Flexibility in Homework Proposals: Teachers maintain flexibility when proposing homework, and they seek reasonable agreements with students, especially when students have multiple homework tasks and exams.
5. Approximate Homework Times: Approximate homework times are provided as general guidelines, but they are not rigid rules. These times may vary and can be adjusted, either increased or decreased, to accommodate students with special needs.

Level/s	Estimated Homework Time (per day)
S1	45-60 minutes
S2-S3	45 minutes to 1.5 hours
S4-S5	1 to 2 hours
S6-S7	Homework duration depends on individual student programmes