



بیلوا انڈیان سکول  
BILVA INDIAN SCHOOL

### **Vision**

Our vision is for all students to develop at Bilva Indian School as independent learners with self-belief and respect for others, with a lifelong love for learning and a strong foundation for future success

# **Homework Policy**

Working at home on school related topics and lessons is an important aspect of a student's education.

At Bilva Indian school we believe it encourages children to realize that learning can take place outside the classroom as well as promoting independent learning. It helps encourage students to take great responsibility for their personal progress. Homework is one way of bringing parents, the community and the school into closer partnerships for the benefit of each child and the lifelong learning society.

This policy is based on international guidelines which emphasize the importance of homework and how it helps students learn. The guidelines include how much time pupils might reasonably be expected to spend on homework. While most parents do appreciate the value and importance of this homework, a few feel that perhaps not enough is set whilst others feel there is too much! The amount and type of homework we set is chosen to be at a level which we believe to be reasonable and manageable.

## **Aims**

Homework is encouraged throughout the school. To be most effective, parents, carers, staff and the children need to understand its purpose.

- It reinforces skills which have been taught in school and gives students the opportunity to practise what they have learnt;
- It encourages self-discipline as the students take responsibility for their learning;
- It promotes independent learning
- It provides teachers with the opportunity to support and extend the learning of individual students;
- It sets standards for life and students become accustomed to working at home, preparing them for their on-going education and future employment, wherever that may be in the world
- It encourages students to share their learning with parents and carers;
- It encourages parents and carers to become involved with their children's learning

Bilva Indian School values the support of parents and we believe that this policy is successful where there is a strong partnership between home and school. We recognize that all students need leisure time so the policy reflects a balance between work and play – though we learn often learning through playing with things! Students can extend and consolidate their learning with parental support while still allowing 'down time'.

## **Reading**

Speaking and listening well and reading are obviously the cornerstone of learning. Students read daily and this includes reading for required purposes, for information and for pleasure. This, for young children especially, includes fostering reading skills, which include recognising words and using letters and the sounds they make to build up words from the patterns of letters. We want to promote a love of reading in every child, therefore we encourage parents and carers to discuss their children's books and ask questions about them. Helping to ensure that there is good understanding from accurate reading in a supportive atmosphere is the objective.

## **Homework patterns**

Homework is given frequently but varies in amount and content in response to particular activities and students' own rates of progress in particular subjects. The main emphasis is on developing core skills of reading, writing and number.

However these skills are practised and applied across the subjects of the curriculum so that students gain appropriate knowledge, skills and understanding to equip them for their CBSE examinations and the various international tests that lead up to them.

Foreign language learning means that new vocabulary has to be practised and remembered. Therefore, homework content may be set as a simple 'learning and practise activity' (for example learning how to spell new words for a topic), 'written work', 'researching from books on the internet' and mathematical, science and social studies problem solving and recording. Homework can largely be monitored and organised by the students themselves, as they know from the marking of their books by teachers and the feedback they receive what they need to finish and practise, in addition to specific homework tasks set.

## **Time allocations**

Students sometimes want to spend a lot of time on activities related to their school work including sport, art, music, dance, information technology, reading and other activities. Where they enjoy doing these things it should be encouraged. However, in terms of expectations that parents might have about 'required time at home on academic studies, then following is a broad guide:

### **KG**

10 minutes a day in 'play and skills practice' activities with adult or sibling conversation and guidance; about 1 hour a week (including weekends)

### **Grade 1 to 3**

10 to 20 minutes a day in 'play and skills practice' activities with adult or sibling conversation and guidance where possible but with increasing independence on completing and learning set work; about 1 hour a week to 2 hours per week (including weekends) as student progress through the grades

### **Grade 4 and 5**

20 to 30 minutes a day still with 'play and skills practice' activities with adult or sibling conversation and guidance where possible, but with increasing independence on completing formally set work from lessons; about 2 to 3 hours per week (including weekends). Students should be managing their homework in relation to their feedback from lessons and over time. With advice from form teachers they should, over time, be on top of the learning expectations made of them. This is in readiness for secondary education at middle phase. Particular emphasis should be on good completion of classwork and on applying skill competences effectively.

### **Grade 6, 7 and 8**

Time allocations would normally be around 30 to 50 minutes a day; 3 to 4 hours per week (including weekends) as the students go forward through the grades. If students lose time in class for less than diligent application then homework duration will consequently increase. Form tutors will advise subject specialist teachers and students about the balance of homework tasks set across the subjects at different times.

The gradual increase allows children to develop their skills and independence in completing homework and ensures that they are ready for the expectation of 45 to 90 minutes daily in Years 7 and 8.

## **Home Learning Projects**

As part of Bilva Indian School's inclusive curriculum, all classes are asked to complete a home learning projects at least once every term, usually through a holiday period. These projects are linked to the class learning themes and students often are given a choice of which tasks they wish to tackle and complete at home. Projects such as these provide are an opportunity for parents and siblings to work alongside the student, enhancing their learning experience.

## **Responsibilities**

The expectation is that homework, usually linked closely to classwork will be completed carefully and returned by the declared deadline. Deadlines might be the next lesson or the next week. In the case of an extended study, the students might be given weeks to complete an independent investigation. Teachers will offer opportunities through the week to provide support for children to help them with any homework that is confusing or difficult for children to complete.

Where homework is frequently missing or not completed, late or of poor quality, the student's parents are contacted by the class, form or specialist teacher. Teachers co-operate closely across their team teaching duties to ensure that similar content and expectations between classes are in place.

The principal:

- Promotes the school homework policy to staff, parents and pupils
- Monitors and evaluates the efficiency and effectiveness of the policy.

Teachers:

- Set regular homework activities which include both practical and written tasks
- Provide adequate and appropriate feedback to pupils through frequent marking, constructive criticism, praise and encouragement
- Set high expectation of students in completing their assignment through classwork and homework.

Parents:

- Provide a suitable place where your child can do their home learning, somewhere reasonably peaceful, with supervision if appropriate
- Make it clear that home learning is important and support the school in explaining how it can help raise attainment
- Provide guidance that support the activities set by the teachers
- Check that tasks are completed on time and to a suitable standard
- Become involved when possible in joint homework activities with their children
- Contact the school through the normal routes when any questions arise.

Students:

- Do their best to keep on top of their work at school and use homework to help in that
- Complete tasks independently and as instructed, with resulting presented worked, written, pictorial or performed to a well finished standard
- Ask for help as appropriate and maintain open dialogue about their learning with teaching staff and family
- Try to maintain and increase their motivation and enjoyment through school and home activities as the foundation for developing a personal philosophy of lifelong learning and education.

Home learning should benefit students, teacher and parents by providing support and information to enable pupils to build confidence and make progress.

### **Monitoring and evaluation**

The class, form and specialist teachers are responsible for ensuring that the homework policy is efficiently and effectively implanted within and across classes. This will be monitored by the senior leadership team in order to ensure homework is contributing to effective progress in students' learning.

### **Inclusion**

All children will have access to about what to do as homework that is relevant to their current stage of learning

### **Equal opportunities**

All children are provided with equal access to education. Bilva Indian School aims to provide suitable learning opportunities regardless of gender, religion, ethnicity or home background.