



Ref.: POL01-NPX-2023-EN-01
Orig.: EN



Nursery and Primary homework policy

The Nursery and Primary Homework Policy has revised according to the European School Framework in Devising School Homework Policies (Ref.: 2022-09-D-84-en-1).

Preamble

This policy document aims at stating the importance of homework and establishing an agreed framework to which teachers, parents and pupils of our school have contributed. It establishes clear guidelines for teachers and gives information and advice for parents and pupils on how to tackle homework successfully.

1. Purpose of Homework

The purpose of homework is to connect the learning process between school and home in order to enrich the pupil's learning experience. This can be achieved by providing pupils with opportunities to prepare for classroom learning, revise, practice and consolidate what has already been learned in the classroom and extend and apply what they have learned in new contexts.

2. Principles of Homework

2.1 Key Principles

- Homework has a clear pedagogical objective with links to the syllabus and classroom teaching.
- Homework supports the development of independent learning skills and helps pupils to become more autonomous, i.e. more responsible for their own learning.
- Homework help teachers identify pupils' learning needs and help pupils' self-assessment, enabling them to achieve learning objectives and improve performance.

2.2 General Principles

- Homework is an integral part of the learning process and learning continues through the completion of homework; this does not mean that homework is an extension of the school day.
- Homework should be a positive experience which enhances their confidence and motivates them towards further learning.
- Through homework pupils should experience the satisfaction of a learning culture, where completing a task contributes to and advances learning.
- Homework should provide pupils with the opportunity to develop organisational skills in order to meet the challenge of homework being assigned across a range of curriculum areas.
- Homework should be appropriate to the pupil's skills, knowledge, level and age.
- Homework should contain interesting, varied and challenging tasks.
- Homework should be purposeful, meaningful and relevant to the school curriculum.
- The amount of homework given in a subject should be proportional to the number of periods taught per week.
- Instructions relating to homework should be clear.
- Deadlines should be clearly stated.
- Homework should not be given as a formal assessment because child may receive help from parents and because educational support available will vary among families.
- Homework should be corrected and/or marked regularly. This can include peer assessment and self-assessment.
- Homework should not be given as a punishment and it should always have a clear pedagogical objective.

2.3 Assigning

- Homework connected to class work is assigned by teachers to their pupils. It consists of learning activities to be carried out outside of school hours. If necessary, tasks that a pupil starts in school can be given as homework to finish.
- Homework can be assigned either to a group or to an individual.
- Assignments outside of class can be an important opportunity to develop and assess cross-disciplinary competences that may be more difficult to foster in a classroom setting.

2.4 Monitoring and Assessing

- Pupils should receive feedback about their homework, and they should understand how this helps them to advance their learning.
- Teachers should practice differentiation and personalised teaching when assigning homework in order to integrate the different learning styles and profiles.
- Performance in homework should be considered as part of the overall assessment of the pupil.
- Homework should be corrected and/or assessed regularly. This can include peer assessment and self-assessment.
- Through self- and peer-assessment, pupils' engagement with homework should help them to develop their independent learning skills and begin to set their own learning goals.

3. Forms of Homework

Homework can take different forms. e.g. research, reading, drawing, writing, collecting specimens and collecting general information in preparation for class.

In order to meet its broad principles, both written and non-written homework should take a variety of forms. These could include:

- Daily practice routines.
- Reading, spelling and tables practice.
- Preparing for a test.
- Open-ended tasks.
- Projects.
- Pupil initiated inquiries.
- Cross disciplinary investigations.
- Using ICT to enrich learning.

4. Amount and frequency of homework

The nature, frequency and volume of homework set is left to the professional judgement of the teacher. It is not necessary to give homework every school day.

Teachers are aware that the working pace of pupils may vary due to many factors. The following homework duration is a rough indication of the time we think an average pupil should spend on homework tasks in order to progress steadily.

Nursery and Primary cycle Total homework per day (not necessarily assigned every day)	
Nursery	No formal homework. Occasionally fun activities to do with the family.
Primary 1-2	Up to 25 minutes. In principle, homework should be limited to short reading tasks, handwriting exercises, drawing, revision, learning by heart or finding information with help from the family for a presentation.
Primary 3-5	Up to 35 minutes in P3. Up to 45 minutes in P4. Up to 60 minutes in P5. In addition to the types of homework defined for P1 and P2, homework assignments in upper primary classes aim at revising and applying competences gained in class. Homework is therefore an extension of learning already done in class. P4 and P5 are a gradual preparation for secondary school and therefore homework should be more regular and more academic. Tasks can include completing unfinished work, learning spellings and tables, carrying out research, , craft work, reading, etc.

School holidays do not count as school days and therefore no written homework should be given. Exceptions can be made regarding projects, home reading and/or repetition of material or when a pupil has been absent for some time and there is a need to catch up on work missed. There is, of course, still the possibility to do more homework on a voluntary basis such as preparing for tests, presentations etc.

5. Role of the teacher

- The teacher sets the homework and communicates it to the children, ensuring that they write it down in their school diary/agenda. If possible, the amount of time that should be spent on a task is also communicated.
- Teachers will encourage pupils to submit all homework on time. They will keep accurate records of homework set and submitted. They will assess it timely, providing feedback and support.
- Teachers should explain the importance of not copying homework from others or having other people do their homework for them.
- Teacher reflection should be an ongoing element in the provision of homework. This reflection should include discussion and feedback from different stakeholders. This reflection should cover all aspects of the homework process with adaptations made when necessary.

6. Role of the pupil

- Write down all details of homework and deadlines in your school diary/agenda.
- If you are absent from a lesson, make sure you ask a classmate or your teacher about the homework set. Being away on the day that homework is set is not an excuse for not doing it. This is also the responsibility of the parents/guardians to make sure that this assignment is taken care of.
- Make sure you understand exactly what to do and how to do it.
- Submit assigned work punctually.
- Plan your time so that you do not leave work until the last minute, so that you don't have to rush to complete it.
- Develop an effective individual study timetable.
- Seek assistance from teachers or parents/guardians when difficulties arise.
- Ensure that homework is completed to a high standard and is neatly presented.

7. Role of the parents

Homework serves to strengthen the partnership between home and school. It provides parents/guardians with insights as to what is being taught at school. Many of our pupils have already acquired solid study habits at home. They have the initiative to start work and can work independently and may need very little involvement from their parents. However, we would like to offer some tips for parents on how to help children to tackle homework successfully.

- Reinforce the idea of the importance of homework. Set a positive atmosphere around it. Homework should not be a source of stress and conflict in the family.
- Check your child's homework in his/her school diary/agenda.
- Encourage your child to take notes concerning homework assignments. They should use the school diary/agenda for that purpose.
- Provide a suitable study area and the necessary tools to complete the homework assignments. Pupils should have a quiet resourced room with comfortable furniture, well illuminated and with an adequate temperature.
- Recognise the importance of non-written homework and ensure that the child gives sufficient time and attention to tasks such as reading, learning spellings and learning math facts. Play an active role in these tasks by listening to your child read aloud, helping them with spelling patterns

and practicing number facts (e.g. addition, multiplication tables) with them.

- Make sure you set aside time during the week for your child to do homework.
- Agree with your child on a specific homework time. Plan a homework schedule. Allow free time for recreation when assignments have been completed.
- Limit the time your children spend watching television, playing video-games or using the computer or tablet for recreation or communication with friends. Make sure that these and other sources of distraction are controlled during homework time.
- Younger children need more parental assistance with homework than older children. Go over homework assignments with your child. When questions about assignments arise and your child calls for help, ask him questions (elicit) or work through an example rather than simply providing the answer. Do several problems or questions together, then observe your child doing the next one or two and give feedback.
- In general, older children should tackle homework successfully on their own. They should be given guidance and advice from parents only when necessary. Praise your child's efforts.
- Contact the relevant teacher with any concerns you may have about homework.

8. Support and extra private tuition

The school has an Educational Support program in order to help pupils with learning difficulties cope with the requirements of our curriculum. You can get more information about the Educational Support program on the school's website www.escuelaeuropea.org. If you need to contact the Educational Support coordinator, please send an email request to the Nursery and Primary secretariat: ALI-NURSERY-PRIMARY-SECRETARIAT@eursc.eu