

St Joseph's Institution International School Malaysia

Enabling youth to learn and to learn how to live, empowering them to become people of integrity and people for others.



Home Learning Policy

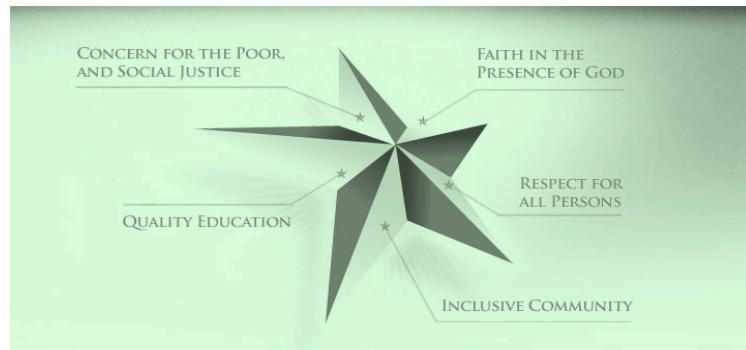
Signed..... Elementary School Principal

Signed..... High School Principal

Date of Policy: Aug 2016

Date of Review: Aug 2017. To be reviewed annually

This policy is written in the spirit of putting into practice our Lasallian core values



Rationale:

At SJIIM, we believe that home learning is essential to students' development as lifelong learners. We believe that home learning should consolidate and reinforce skills and understanding in numeracy, literacy and other curriculum areas, help raise the level of achievement of individual pupils, provide opportunities for parents and students to work together and, thereby, foster an effective partnership between home and school.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school.

We recognise that all students need leisure time and hope that our policy reflects a balance so students can extend and consolidate their learning with parental support while still allowing 'down time.'

Home learning set should:

- extend learning
- develop a range of learning strategies and skills
- develop students' independent learning and research skills consolidate students' knowledge and understanding
- provide students with the opportunity to apply knowledge in different contexts provide students with the opportunity to develop their understanding
- provide students with the opportunity to broaden their experience of the curriculum beyond the classroom
- enable the development of independent thought and develop higher order thinking skills develop confidence
- develop self-discipline and responsibility
- indicate a recommended time to be spent on the task

We believe that home learning tasks should be:

- regular
- relevant
- challenging
- appropriate to the individual
- varied

Our Expectations

The Principals

- promote this policy by raising its status and importance
- ensure that home learning is built into teachers' planning
- provide supportive guidance for parents
- keep up to date with new developments with regard to home learning
- monitor and evaluate this policy.

Phase/ Year Leaders

Phase/ Year Leaders monitor the setting of home learning in subject areas and for year groups for which they have line management responsibility.

Subject Leaders

All subject leaders:

- have details of types of tasks set
- monitor the setting and feedback of home learning across all year groups.

All Teachers

- set a range of appropriately challenging home learning
- recommend time to be spent on the task
- provide feedback in line with the marking and feedback policy
- check that home learning is regularly recorded in diaries (Y5-Y13)
- check that home learning diaries (HS)/ workbooks/ exercise (ES) are signed by parents
- monitor patterns of non-completion of home learning for students in their class

Parents

Parents are crucial in supporting students' completion of home learning. Parents can develop a positive attitude to home learning and thus develop students' confidence and ability to persevere.

Practically, parents can assist by:

- as far as possible, providing a quiet place to work with a table/desk and chair and no distractions
- assisting their child to organise their time effectively so that home learning is done as well as extra-curricular activities and leisure time activities
- discussing the home learning with their child and checking the time spent on individual tasks
- discussing, encouraging and praising their child's efforts
- going through the home learning before their child starts and discussing the completed work when finished
- making the experience pleasurable
- finding time to work with their child or being at hand if a problem arises
- signing the home learning planner (HS) workbooks/ exercise (ES)
- contacting the school if they are not sure of some aspect of the home learning or if their child is experiencing difficulties in doing it
- contributing to school evaluation so the school can monitor and evaluate its effectiveness.

Students are expected to:

- spend appropriate time on their home learning ensuring that it is done fully and to the best of their ability
- submit home learning on time
- listen carefully in class to make sure they understand what is asked of them
- contribute to pupil interviews and pupil questionnaires on home learning for the school to monitor and evaluate
- make sure they get feedback on their home learning
- on return to school from an absence, find out what home learning has been set and complete it at the earliest opportunity (HS)
- bring a note from a parent/carer in the exceptional circumstance where home learning cannot be completed

Feedback

All students receive prompt feedback on their home learning in a variety of forms such as: verbal written, class discussion, praise and recognition during an achievement assembly.

Parents are asked to:

- give teachers any feedback they feel might be useful
- encourage their students to talk about the feedback they have received
- contact the class teacher in the first instance if they have any concerns

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.

Elementary School Guidelines

A breakdown of how home learning is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation, so by the time students reach Year 6 they have established a clear routine in preparation for the High School. A weekly task sheet will be stuck into the homework book at the beginning of each week, showing clearly what has to be completed on that day.

Monday – Thursday:

Foundation Stage <i>Total home learning time each evening</i> 20 minutes	<ul style="list-style-type: none">• Daily reading• Learn to recite a weekly poem• Weekly phonic sounds to practice daily• Weekly number goal to practice daily
Years 1 and 2 <i>Total home learning time each evening</i> 25 minutes	<ul style="list-style-type: none">• Daily Reading• Weekly phonic sounds and key words• Handwriting practice• Rote learning of number bonds and some multiplication facts• Maths skills practice• Additional challenge: piece of independent writing
Years 3 and 4 <i>Total home learning time each evening</i> 30 minutes	<ul style="list-style-type: none">• Daily Reading• Daily spelling practice• Daily tables practice• Daily Handwriting practice• Maths skills practice• Additional challenge: piece of independent writing
Years 5 and 6 <i>Total home learning time each evening</i> Y5 35 mins Y6 45 mins	<ul style="list-style-type: none">• Daily Reading• Daily spelling practice• Daily Handwriting practice – where necessary• Daily tables practice• Maths skills practice• Additional challenge: piece of independent writing

High School

Foundation IGCSE Years 7 and 8 <i>Total home learning time each evening 60 minutes</i>	<ul style="list-style-type: none">Students are expected to read at home each evening. The chosen text should enhance the student's knowledge of the world.Students are expected to organise their work and maintain their study materials to a high standard.Scheduling of home learning tasks will depend on the subject and the timetable.Examples of home learning tasks may include the following: consolidation of skills/content developed in lessons; investigation of information to support learning in class; reflection and improvement of previous tasks; revision and review; and, extended learning opportunities.
Foundation IGCSE Year 9 <i>Total home learning time each evening 75 minutes</i>	<ul style="list-style-type: none">Students are expected to read at home each evening. The chosen text should enhance the student's knowledge of the world.Students are expected to organise their work and maintain their study materials to a high standard.Scheduling of home learning tasks will depend on the subject and the timetable.Examples of home learning tasks may include the following: consolidation of skills/content developed in lessons; investigation of information to support learning in class; reflection and improvement of previous tasks; revision and review; examination practice; and, extended learning opportunities.
IGCSE Year 10 <i>Total home learning time each evening 90 minutes</i>	<ul style="list-style-type: none">Students are expected to read at home each evening. The chosen text should enhance the student's knowledge of the world.Students are expected to organise their work and maintain their study materials to a high standard. This includes the use of subject specification materials and assessment resources, such as examination papers.Scheduling of home learning tasks will depend on the subject and the timetable.Examples of home learning tasks may include the following: consolidation of skills/content developed in lessons; investigation of information to support learning in class; reflection and improvement of previous tasks; revision and review; examination practice; and, extended learning opportunities.In addition to tasks set, students should conduct individual study such as the consolidation of material learned in class and reading around the subject.

<p>IGCSE Year 11 <i>Total home learning time each evening 120 minutes</i></p>	<ul style="list-style-type: none"> • Students are expected to read at home each evening. The chosen text should enhance the student's knowledge of the world. • Students are expected to organise their work and maintain their study materials to a high standard. This includes the use of subject specification materials and assessment resources, such as examination papers. • Scheduling of home learning tasks will depend on the subject and the timetable. • Examples of home learning tasks may include the following: consolidation of skills/content developed in lessons; investigation of information to support learning in class; reflection and improvement of previous tasks; revision and review; examination practice; and, extended learning opportunities. • In addition to tasks set, students should conduct individual study such as the consolidation of material learned in class and reading around the subject.
<p>Senior School (IB Diploma) Years 12 and 13 <i>Total home learning time each evening will be variable</i></p>	<ul style="list-style-type: none"> • Home learning tasks are variable and will depend on the subject and the stage of progression through the IB Diploma programme • It is the student's responsibility to complete all home learning tasks • Guidance is given on home learning and individual study skills • Examples of home learning tasks may include advance preparation for class activities; revision for tests and examinations; research; writing up activities such as laboratory investigations; learning of vocabulary and other items; essays; comprehension questions; drafting of internally and externally assessed DP components and preparing final copies of internally and externally assessed DP components • Tasks are set as far as possible in accordance with timings announced in the academic planner • Tasks will not be set one day to be done by the next; as far as possible teachers will negotiate due dates with students • Students should use the academic planner to anticipate upcoming internally and externally assessed DP components to ensure these do not come as a surprise • In addition to tasks set, students should conduct individual study such as consolidation of material learnt in class and reading around the subject