

# **BISI Secondary Homework Policy**

Homework contributes toward building self-discipline, responsibility & lifelong learning habits. It is the intention of BISI staff to assign relevant, challenging & meaningful homework assignments that reinforce classroom objectives.

With the exception of years 11 & 13 homework will not be expected to be completed over holidays or weekends. The period of time over which the homework must be completed can include holidays and weekends but must also include sufficient additional days to allow the homework to be completed. Reading or playing music can be assigned over holidays and weekends.

## **Homework assignments may include...**

- Practice exercises to follow classroom instructions.
- Preview assignments to prepare for subsequent lessons.
- Extension assignments to transfer skills or concepts to new situations.
- Creative activities to integrate many skills toward the production of a response or product.
- Reflection on and Evaluation of a piece of work or topic.

## **Responsibilities ...**

### **The Teacher**

- Sets clear homework instructions including a deadline for completion.
- Publishes the homework on Show my Homework (KS3 & 4) or Managebac (KS5)
- Ensures homework is appropriate.
- Marks work regularly.
- Follows departmental or school marking policies and gives **formative** feedback to students.
- Follows up missing or incomplete homework according to school policies.

### **The Parent/Guardian**

- Checks Show My Homework (KS3 & 4) or ManageBac (KS5) to monitor work set for the student
- Provides a regular time and an environment in which the student can work without distraction.
- Shows an interest in the work the student is producing.
- Ensures the work is the student's own.

## **The Student**

- Regularly checks Show My Homework or ManageBac for work set and deadlines.
- Asks if the instructions are not clear – in advance of the deadline.
- Meets the deadline for the completed homework.
- Completes the homework to the best of their ability.
- Presents the work clearly and neatly.
- Ensures the work handed in is their own.
- Catches up work missed through absence and arranges with the teacher a realistic deadline for this.

## **The School**

- Provides login details for SMHW or ManageBac to all students and parents
- Reviews the homework policy.
- Ensures the policy is distributed to the whole school community.
- Ensures pastoral tutors check their form classes progress on SMHW or ManageBac regularly

## **Time:**

According to current UK government recommendations the time spent on homework and/or coursework should be...

Years 7 & 8 45 to 90 minutes per day

Year 9 1 to 2 hours per day

Years 10 & 11 1½ to 2½ hours per day

Years 12 & 13 up to 3 hours per day

## How much & how often?

The following outlines the frequency and quantity of homework expected by department/subject and age group:

Subject	Key Stage 3		Key Stage 4 IGCSE		Key Stage 5 IB Diploma	
	N <sup>o</sup>	Time (hr)	N <sup>o</sup>	Time (hr)	N <sup>o</sup>	Time (hr)
English	2	1 ½	2	2	3	3
Mathematics	4	1	4	2	4	3
Sciences (Biology, Chemistry, Physics, ESS, SEHS)	1	¾	2	1 ½	2	2
Creative Arts (Visual Arts, Music, Drama)	1	1	2	3	3	4
Modern Foreign Languages	every lesson	1	every lesson	1 ½	every lesson	2
English Second Language						
ICT/Computer Science	1	1	1	2	2	2
Physical Education	occasionally		1	1	-	-
Business, Economics, Sociology, Psychology	-	-	2	2	2	3
Geography	1	1	1	1 ½	1	2
History	1	1	2	2	2	2 ½
Theory of Knowledge	-	-	-	-	1	1

N<sup>o</sup> represents the *maximum* number of homeworks set per week in each subject

Time (hr) represents the *total time per week* students should spend working at home per subject

## **Deadlines?**

### **A short homework assignment** (up to ½ hr)

For example preparatory reading, a short practice exercise etc.

Can be expected to be completed by the **next lesson** (i.e. 1 → 3 days)

This is normally, but not exclusively, in Mathematics, Languages and English

### **A longer homework assignment** (more than ½ hr)

The deadline for completion will be **one week**

*Some subjects may set much longer-term work such as extended research or a project for which the deadline may be longer.*

## **What if the homework is not done or is not of the expected standard?**

If homework is not completed by the deadline given by the teacher then the course of action taken by the teacher is that laid out in the school's discipline policy (relevant extract in Appendix A)

If the work is not submitted within one week of the deadline then the teacher will not mark the work, a score of zero will be awarded and this *will* contribute to the term grade.

## Marking Codes & Indicators

Mark	Meaning	Mark	Meaning
<b>Sp</b> <u>word</u> <u>underlined</u>	Incorrect spelling – follow spelling strategy: Copy, Cover & Check	✓	Correct / good point
<b>C</b>	Missing or misplaced capital letter	<b>Vg</b>	Very good
<b>P</b>	Punctuation	★	Exceptional work
<b>//NP</b>	A new paragraph needed	?	Meaning unclear (either sentence or paragraph)
<b>Gr</b>	An error in grammar	X	Incorrect
<b>^</b>	A word or letter missed out	<b>e.g. or Q</b>	An example, supporting information or a quotation is needed
<b>Exp</b>	Poor expression – rewrite this section	<b>Dev</b>	Develop ideas or description
	Look again – needs improving / add more explanation		There is an error contained within this area
<b>T</b>	Verb tense needs changing		

### It matters where the mark is:

- Next to a line – means you can find it in the line
- Against a vertical line – means you can find it in this section
- At the end – means this is a problem throughout

***an example of the use of some of these marks is given in Appendix B***

## **Appendix A – extract from discipline policy relating to homework not being completed:**

If the subject teacher has no success with strategies designed to encourage the student to complete homework properly:

Head of Department is informed and intervenes.

Head of Department informs Form Tutor.

**Either** there is improvement and the student is monitored within the department

**Or** there is no improvement...

Focus of Concern form completed by the relevant Key Stage Coordinator.

Learning Support coordinator or Key Stage Coordinator informs parents

Intervention strategies applied, for example:

- After school or lunch help sessions.
- Referral to Educational Psychologist
- Temporary withdrawal from a subject
- Permanent withdrawal from a subject

Appendix B – example of marking code & formative assessment

Unlike your school, our school meals are terrible. You describes your food as if you really loved it and I am a little jealous. I have shepherd's pie, meat balls and spaghetti as our meal. It does sound great doesn't it? But the truth is, it's not as good as it sounds. ~~like~~ First of all, the food <sup>is</sup> too greasy and sometimes when I eat, I could only taste the oil! Secondly the food is not always safe to eat. What I mean by that is ~~that~~ that my friends have found staples, hair and dead bugs on their food! I know it's really terrible but these are on rare occasions.

On the bright side, the teachers here are great. Practically all teachers here are fun and a very good teacher. You told me that you hated your teachers and that they were miserable. But I love my teachers here, they're absolutely brilliant. **Development needed - explain why 'brilliant'**

Apart from my school, I can tell you about Istanbul. Istanbul is a beautiful city which connects Europe and Asia together with two bridges. I live on the European side surrounded by mosques and museums. Hagia Sofia is worth a visit because it's half church and half mosque. The paintings on the walls are drawings of saints but the decorations are Islamic. If you have a chance you should visit it as it's very interesting to see two religions 'united' in one place. **good**

Also Topkapi palace is worth a visit\* especially if you like sparkling jewels. In Topkapi palace, there are <sup>CP</sup> displays of the Sultan's belongings, which are all amazing. There is even a diamond which is one of the biggest in the world.

When I don't visit museums or go to school, I usually hang out in Kings Park with my friends. As we all like to do different things, Anzu likes to shop, Hyun Jin likes to go to the cinema and I like to relax in Starbucks, we usually stay there for six or seven hours. I know you might think that we are insane but if we were in China with lots of shops, we might stay in a shopping mall for 24 hours! Well, I wouldn't but Anzu might.

Thank you so much for your lovely letter. I hope you enjoy reading my letter as much as I do. <sup>plus</sup> Reply back!

Yours faithfully,  
Ye-tin Nam

**Well done Ye-tin - style, tone & form is appropriate.**

**Level 5a**

**Target: ① a greater variety of sentence type**

avoid this negativity for this type of task (PFA)

displays

Though informal - acceptable for PFA.

P.

## **Glossary of Term**

**Formative** Assessment – written or verbal comments on work designed to help the student improve their learning or performance.



## Appendix C: BISI Effort Descriptors

The descriptors should be read through from **top to bottom**. As soon as the **majority of the descriptor does not** apply to the student in question the grade given in the **row above** is assigned.

Effort Grade	Descriptor
F	The student's effort has not reached a standard described by any of the descriptors given below
E	The student... <b>rarely</b> arrives to lessons on time, <b>often without</b> the required equipment and books. <b>Rarely</b> completes work in class and <b>rarely</b> meets deadlines. <b>Rarely</b> participates in class and has <b>difficulty</b> remaining focused in lessons.
D	The student... <b>occasionally</b> arrives to lessons on time with <b>some</b> of the required equipment and books. <b>Sometimes</b> completes work in class and <b>occasionally</b> meets deadlines. <b>Sometimes</b> participates in class and has <b>difficulty</b> remaining focused in lessons.
C	The student... <b>usually</b> arrives to lessons on time with <b>most</b> of the required equipment and books. <b>Usually</b> completes work in class to the best of their ability and meets <b>most</b> deadlines. Participates <b>well</b> in class and remains focused in <b>most</b> lessons.
B	The student... <b>regularly</b> arrives to lessons on time with <b>all</b> of the required equipment and books. <b>Regularly</b> completes work in class to the best of their ability and meets <b>most</b> deadlines. Participates <b>fully</b> in class and remains focused in lessons.
A	The student... <b>always</b> arrives to lessons on time with <b>all</b> of the required equipment and books. <b>Always</b> completes work in class to the best of their ability and meets <b>all</b> deadlines. Participates <b>fully</b> in class and remains focused in lessons. Shows initiative.
A*	The student... <b>always</b> arrives to lessons on time with <b>all</b> of the required equipment and books. <b>Always</b> completes work in class to the best of their ability and meets <b>all</b> deadlines. Participates <b>fully</b> in class and remains focused in lessons. Shows initiative <i>and asks for or produces extra work.</i>

