



King's College

DOHA

Homework Policy

Contents

1. Introduction.....	2
2. Rationale for homework.....	2
3. Aims and objectives.....	2
4. Types of homework.....	2
5. Inclusion and homework.....	3
6. The role of parents and carers.....	3
7. Use of ICT.....	4
8. Homework expectations in the Senior School (Years 9-12).....	4
9. Homework expectations in the Middle School (Years 5-8).....	5
10. Homework expectations in the Lower School (Years 3-4).....	5
11. Homework expectations in the Pre-Prep School.....	6
12. Monitoring and review.....	6
13. Policy History.....	7

1. Introduction

- 1.1 Homework is anything a pupil does outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the pupils' learning. For example, parents or carers who spend time reading stories to their child before bedtime are helping with homework.

2. Rationale for homework

- 2.1 Homework is a very important part of a pupil's education and can add much to a pupil's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; pupils can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for pupils to develop as independent learners, and we believe that doing homework is one of the main ways in which pupils can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a pupil's level of attainment. However, we also acknowledge the important role of play and free time in a pupil's growth and development. While homework is important, it should not prevent pupils from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We understand pupils spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

3. Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting each pupil's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences that are not possible in school;
 - to consolidate and reinforce the learning done in school, and to allow pupils to practise skills taught in lessons, and
 - to help pupils develop good work habits for the future.

4. Types of homework

- 4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.
- 4.2 Sometimes, we ask pupils to find or research things that we then discuss in lessons (flipped learning), and occasionally we ask pupils to take work home that they have started in school (extension) when we believe that they could benefit from spending further time on it. When we ask pupils to study a topic or to research a particular subject, we encourage them to use not only the school library but also local libraries and the internet. Sixth Form pupils are expected to read around the subject and are given reading lists at the start of each term.
- 4.3 In the Prep and Senior School, pupils are given the types of homework activities outlined in paragraph 4.2, but we also expect them to undertake more tasks independently. In some subjects,

such as English, Arabic, Science and Mathematics, pupils are given homework routinely each week depending on their age, and we expect the pupils to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the pupils to revise for examinations, and to ensure that prior learning has been understood. The non-core subjects such as Humanities, Art, ICT, Music and Qatar History also set weekly homework tasks.

- 4.4 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time. Feedback is presented in many ways and is given for pupils to respond to. Making corrections to, or extending their work, are examples of typical pupil responses to such feedback (see the Feedback Policy for further explanation).
- 4.5 We recognise that pupils have individual learning needs, which means that some tasks can be completed in several different ways, while others demand a particular approach.

5. Inclusion and homework

- 5.1 We set homework for all pupils as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the pupil, and we endeavour to adapt any task set so that all pupils can contribute in a positive way. When setting homework to pupils who are named on the learning support register, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.
- 5.2 If a pupil is absent and the parent requests work, a decision will be made on a case-by-case basis. Homework may be left for collection in the office by printing a spare copy. If a topic must first be taught fully in order for homework to be completed successfully, it may not be possible to set work. If a pupil is ill, it is unhelpful for work to be sent home – rather, it is better to wait for complete recovery. Homework set for absent pupils must be completed and handed in upon return to school. TEAMS is the online platform that can be used in this case and work can be shared between pupil and teacher.

6. The role of parents and carers

- 6.1 Parents and carers have a vital role to play in their pupil's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help the pupils as and when they feel it to be necessary (if they understand the homework skills being used) and to provide them with the sort of environment that allows pupils to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing.
- 6.2 We ask parents and carers to check the Pupil Planner daily, and to sign it as requested.
- 6.3 If parents and carers have any questions about homework, they should, in the first instance, contact the pupil's class teacher or Form Tutor. If their questions are of a more general nature, they should contact the Head of Early Years (for Reception pupils), the Head of Upper Pre-Prep (for Years 1-2), the Head of Lower School (for Years 3-4) or the relevant Head of Year (for Year 5 and above).
- 6.4 We do not ask or expect parents to mark homework. This is the teacher's duty.

7. Use of ICT

- 7.1 The use of ICT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. Pupils will not achieve anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 7.2 There are many websites containing highly educational material which can have a powerful effect on pupils' learning. Parents or carers are advised always to supervise their pupil's access to the internet.
- 7.3 Some of the most important educational software that we use in school can be bought by parents or carers on a home-user licence. This ensures that pupils are using age-appropriate software in their work at home. The school will supply interested parents or carers with details.
- 7.4 We encourage our older pupils to bring an electronic device such as a laptop, tablet or iPad to school, as and when the teacher will advise. It is not an expectation that pupils bring their own device, but this is a preference for many. The school will supply devices for lessons when needed.

8. Homework expectations in the Senior School (Years 9-12)

- 8.1 In the Senior School, each year group has a homework timetable that shows the expected day for homework being set along with the hand-in day. Depending on the frequency of the subject, this determines both the amount and time elapsed between hand-in and setting of work. For Years 9-11, each subject will set weekly homework of up to one hour per task. The expectation for returning the homework will be a minimum of 48 hours and no longer than six days. For Sixth Form pupils, homework is set weekly by each subject and includes wider reading, essay writing and research. Homework is expected to be returned no less than 48 hours after it has been set but within the week. Pupils can expect to receive up to three hours of homework, per subject, per week.
- 8.2 Homework is given out each week. Pupils will usually have a minimum of two days to complete this except for reading. Homework is staggered depending on the year group with the amount of homework gently increasing each academic year as the pupils become more independent. From time to time, class teachers will also set homework to be completed online. In addition to all set homework, pupils should read at home for approximately 30-60 minutes (dependent on their year group) each night. Pupils will be able to choose and change books weekly from the school and class library and, in addition, will be encouraged to read beyond the curriculum content of a subject.
- 8.3 We give all pupils a Pupil Planner in which their homework is recorded and in which parents/carers and teachers make any relevant comments. In addition to the Pupil Planner, all homework is uploaded to Teams and can be easily accessed and tracked by the teacher, pupil and/or parent.
- 8.4 When completing homework, pupils should use their class exercise book or subject file unless they are advised otherwise. Feedback will be given on pieces of homework. This feedback may include a quality teacher comment, which requires the pupil to make improvements and alterations, whole-class feedback with pupil interaction and improvement, or peer feedback. Spelling, grammar and misconceptions will be addressed by the teacher as will acknowledgment of completion.
- 8.5 If a pupil fails to complete a piece of homework, a Caution will be given. If this is a re-occurring problem, further sanctions such as detentions will be implemented. It will be up to the discretion

of the teacher to award an extension to homework being completed, given individual circumstances.

- 8.6 Outstanding effort and achievement will be recognised by the teacher and awarded with House Points.

9. Homework expectations in the Middle School (Years 5-8)

- 9.1 Homework is given out each week. Pupils will usually have a minimum of two days to complete their homework, except for reading. Homework is staggered depending on the year group, with the amount of homework gently increasing each academic year as the pupils become more independent. From time to time, class teachers will also set homework to be completed online. In addition to all set homework, pupils should read at home approximately 30-45 minutes (year group dependent) each night. Pupils will be able to choose and change books weekly from the school library and, in addition, their child will be encouraged to read beyond the curriculum content of a subject as necessary.
- 9.2 Each year group will have a homework timetable showing the expected day for homework being set along with the day it should be submitted. Depending on the frequency of the subject, this will determine both the amount and time elapsed between hand-in and the setting of work. For core subjects, which are taught daily, the amount and frequency of homework will be at least once per week with a maximum of twice per week. For non-core subjects, homework will be set once per week, with a hand-in date of no less than two days after it is set.
- 9.3 All pupils receive a Pupil Planner in which the homework must be recorded along with clear instructions on what the homework is and when the due date is. In addition to the Pupil Planner, all homework is uploaded to Teams and can be easily accessed and tracked by the teacher, pupil and/or parent.
- 9.4 When completing homework, pupils should use their class exercise book unless they are advised otherwise. Feedback will be given on pieces of homework. This feedback may include a quality teacher comment, which requires the pupil to make improvements and alterations, whole-class feedback with pupil interaction and improvement, or peer feedback. Spelling, grammar and misconceptions will be addressed by the teacher as will acknowledgment of completion.
- 9.5 If a pupil fails to complete the homework without a legitimate excuse, a Caution will be given. If this is a re-occurring problem then further sanctions such as detentions will be implemented, and parents will be duly informed. It is at the discretion of the teacher to award an extension to homework being completed, given individual circumstances.
- 9.6 Outstanding effort and achievement for homework will be recognised by the teacher and awarded with House Points.

10. Homework expectations in the Lower School (Years 3-4)

- 10.1 Weekly homework in the Lower School consists of:
- a) Reading
 - b) Written tasks for English and maths
 - c) Practice activities for spellings and times tables

Additional homework for science, art and humanities may be set when appropriate.

- 10.2 Pupils will be given sufficient time in which to complete their homework. Tasks will be set throughout the week in line with the published homework timetable. Pupils are required to complete their homework within the set deadlines before handing it in to their class teacher in their dedicated homework books. Homework will be provided in both printed and soft copy formats, the latter of which will be as an upload to Teams.
- 10.3 Each year group will have a homework timetable which aligns with tasks in class. The suggested time to be spent on each activity will be indicated on the timetable, and this will gently increase throughout the year as the pupils become more independent. Pupils should also read at home for approximately 15-30 minutes (year group dependent) each evening.
- 10.4 All pupils will have a copy of the homework timetable stuck in their Pupil Planner. Homework tasks will be recorded in the Pupil Planners each day.
- 10.5 When completing homework, pupils should use their homework book unless they are advised otherwise. Feedback will be given on pieces of homework. This feedback will include, where appropriate, a quality teacher comment that requires the pupil to make improvements, whole class feedback with pupil interaction and improvement, or peer feedback. Spelling, grammar and misconceptions will be addressed by the teacher as will acknowledgment of completion.
- 10.6 If a pupil fails to complete homework without a legitimate excuse, an email will be sent to parents requesting their assistance. If this is a recurring problem, a Caution will be given followed by further sanctions in line with the Behaviour Policy. Parents will be duly informed. It is at the discretion of the teacher to award an extension to homework being completed, given individual circumstances. Pupils who repeatedly fail to complete homework tasks on time will be invited to attend Homework CCA.
- 10.7 Pupils who submit their homework regularly and to the expected standard will be rewarded in line with the Behaviour Policy.

11. Homework expectations in the Pre-Prep School

- 11.1 Pupils in Reception are expected to read with an adult every evening. Their Pupil Planners should be signed once a week after they have read their home reading book.
- 11.2 Pupils in Years 1 and 2 receive one piece of English and Maths homework per week. This is recorded in their Pupil Planners. Pupils in Year 1 and Year 2 are also expected to read with an adult and this should be recorded in their Pupil Planners
- 11.3 Pupils in Year 1 and Year 2 should revise phonics on a weekly basis; this is recorded in their Pupil Planners.
- 11.4 Additional homework may be given to a pupil who requires additional support. This will be catered for on an individual basis and at the class teacher's discretion.

12. Monitoring and review

- 12.1 The SLT is responsible for coordinating and monitoring the implementation of this policy. Samples of pupils' work and of the teachers' planning are checked regularly.
- 12.2 This policy will be reviewed periodically.

13. Policy History

Date of adoption of this policy	September 2023
Date of last review of this policy	August 2023
Date for next review of this policy	August 2024
Policy owner (SLT)	Heads of School
Policy owner (Board)	Chair of the Board