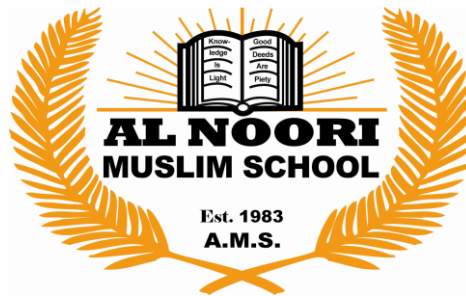


AL NOORI MUSLIM SCHOOL



Homework Policy

Policies & Documents

Year 2016

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1 Introduction

Homework plays a crucial part in the learning process.

The purpose of homework is to:

- re affirm the role of parents and caregivers as partners in education
- help children develop study habits,
- consolidate and reinforce concepts, knowledge and skills gained in the classroom
- establishes habits of study, concentration and self discipline which will serve students for the rest of their lives
- provide parents with an opportunity to
- observe their children in a learning situation
- to assist and support in their child's learning
- Challenges and extends gifted and talented children.

**Homework is not always a pen and paper task
– investigative, explorative skills should also be encouraged.**

1.1 General Principles

Homework is most beneficial when:

- It reinforces and extends class work and consolidates basic skills and knowledge
- It is challenging and purposeful
- Students, supported by their parents take responsibility for their homework
- It is well planned and teacher expectations are well communicated
- Teachers set suitable amounts which are varied and at an appropriate level
- It is marked promptly and accurately and feedback and follow up are provided regularly to students.

1.2 Individuality in Homework

Homework given by the teacher should cater for students' individual abilities. All homework especially the amount given should reflect students' individuality/ability.

1.2.1 Components of Homework

Students must receive homework for all KLA's. English and Mathematics tasks must be assigned daily.

1.2.2 Homework to Reinforce Class Work

Homework should reflect and reinforce concepts introduced during class time.

1.2.3 Explaining Homework

All homework should be discussed and explained prior to being issued.

Primary Teachers:

Teachers are to explain and distribute the homework booklets every Monday. All homework should be collected on Friday, marked thoroughly and returned to students by Monday.

Secondary Teachers:

Teachers are to clearly write homework expectations (eg chapter, page number, questions) on the board and ensure students copy this down or mark the appropriate resource (with dates) to avoid confusion. Teachers need to be aware of the fact that some parents cannot help their child with homework and some parents may not be fluent in English. All homework should be marked preferably the following day. Homework that entails written expression such as text types is to be marked by the teacher only.

1.2.4 Time Allocated to Homework- Secondary

Time allocation has been devised so that students receive work daily according to the following table:

Daily		Weekly	
KLA	Hours	KLA	Minutes
English	1	PDHPE	45
Mathematics	1	Technology	45
Science	1	HSIE	45
Total Daily	3 Hours	Arabic	45
		Music	45
		Islamic Studies	45
		Total Weekly	4.2 Hours

1.2.5 Time Allocated to Homework- Primary

Infants

- (i) Early Stage One - 60 minutes
- (ii) Stage One - 90 minutes

Primary

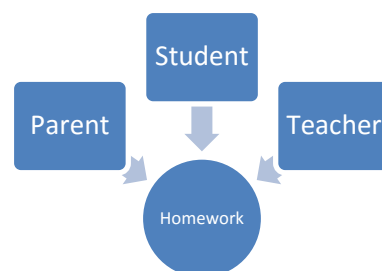
- (i) Stage Two - 2 hours
- (ii) Stage Three - 2 hours

1.2.6 Homework Duration

Teachers need to ask students to note down how much time they spend on homework each day. If students are spending too much time then teachers need to review and adjust the homework given to that particular child.

1.2.7 Feedback on Duration

Communication process should be threefold (see right):
 It is suggested best practice to ask the student to note the time started and completed for each task.

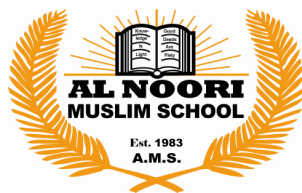


1.2.8 Teacher Presentation of Homework

Homework allocated to students should be clearly readable. All booklets and/or hand outs must be clearly photocopied and well presented. All primary homework must be provided as a booklet and the homework overview (attachment 1) must be used as the booklet cover page.

1.2.9 Monitoring Homework

This requires careful monitoring in that some students will not stabilise at the same level throughout the school year. Teachers are required to keep a homework records in their class assessment book/register and follow up any issues promptly.



Al Noori Muslim School

Year *insert* Homework

Term *insert*, Week *insert*

Name: _____

Class: _____

Week's Outline

Monday	<ul style="list-style-type: none"> ▪ Spelling list ▪ Spelling Activities (page <i>insert</i>) ▪ Maths mental (page <i>insert</i>) ▪ Mathematics (page <i>insert</i>) ▪ English (page <i>insert</i>) 	Parent Comments:
Tuesday	<ul style="list-style-type: none"> ▪ Spelling list ▪ Spelling Activities (page <i>insert</i>) ▪ Maths mental (page <i>insert</i>) ▪ English (page <i>insert</i>) 	
Wednesday	<ul style="list-style-type: none"> ▪ Spelling list ▪ Maths mental (page <i>insert</i>) ▪ Spelling Rule (page <i>insert</i>) ▪ English (page <i>insert</i>) ▪ PDHPE/Science/HSIE (page <i>insert</i>) 	
Thursday	<ul style="list-style-type: none"> ▪ Spelling list ▪ Maths mental (page <i>insert</i>) ▪ Mathematics (page <i>insert</i>) ▪ PDHPE/Science/HSIE (page <i>insert</i>) 	
Friday	<ul style="list-style-type: none"> ▪ Spelling test ▪ Return completed booklet to school 	
PROBLEM SOLVING QUESTION		
Question:		Answer:

Your homework this week was:

Outstanding	Excellent	Very Good	Good	Needs Development
<input type="checkbox"/> Each page completed accurately and neatly <input type="checkbox"/> Sentences are well-structured and interesting <input type="checkbox"/> Maths mental is completed thoroughly	<input type="checkbox"/> Each page completed neatly and carefully <input type="checkbox"/> Sentences are well-structured and interesting <input type="checkbox"/> Maths mental is completed thoroughly	<input type="checkbox"/> Each page completed <input type="checkbox"/> Sentences are completed <input type="checkbox"/> Maths mental is completed	<input type="checkbox"/> Each page completed <input type="checkbox"/> Sentences are recorded <input type="checkbox"/> Maths mental is completed	<input type="checkbox"/> Incomplete <input type="checkbox"/> Illegible <input type="checkbox"/> Poor effort
Teacher signature: _____				