

Homework Policy of RCHK Primary

1. Mission statement

Renaissance College (RCHK) is a student focused international school.

Through a rigorous and holistic curriculum, the College will develop global citizens who strive for academic excellence, appreciate the aesthetics and are empowered to take progressive action.

RCHK strives to build a culture that promotes peace and democracy, values diversity and works towards a sustainable future for all.

To seek. To serve. To strive.

2. Rationale

At RCHK, homework is viewed as any activity that seeks to make effective links between home and school in supporting children's learning and development.

If it is to be successful, homework should complement the curriculum, reinforce learning and be manageable in terms of time and resources for students, teachers and parents.

This policy was produced following a survey of parents, staff discussion, student input and review of current research. It should be read in line with the assessment and language policies.

3. Objectives

Through this policy we aim to:

- ensure consistency of approach throughout the primary school.
- ensure that teachers, parents and students have a clear understanding about expectations for homework.
- ensure that teachers, parents and students are fully aware of the role they play with regard to homework.

4. Principles

Homework is most effective when:

- it is comprised of specific tasks, rather than open-ended projects.
- it is task driven rather than strictly time allocated.
- deadlines are reasonable and clearly understood.
- all participants are clear about the purpose of any particular type of homework.
- effective feedback is built into the process.

RCHK actively supports a balance between academic work, sports and play, recognising the importance of after school time in social skill development and wellbeing.

We are aware of the range and variety of after school activities that students already take part in outside of school.

Purpose of Homework

The purpose of homework is to provide a link between home and school. (Cooper, 2001, cited in PRINCIPAL Sept/Oct 2009) and to develop student interests and enthusiasms.

It should not be used to teach new material (Cooper, 2001, cited in PRINCIPAL Sept/Oct 2009) or to complete work that was not finished in school.

5. Procedures

Students in all year levels are expected to spend a minimum amount of time each day reading (in any language). The minimum amount of time a student should read at home is shown in the table below. In the early years of Primary School, this reading should be completed with an adult. As students progress they will become more able to read independently. Teachers will offer guidance to parents about when their children need to read with an adult, and when they are ready to read independently. This communication will take place in a number of ways, including through parent information sessions, three-way conferences and emails. Reading in excess of these minimum daily amounts should be actively encouraged.

We also recognise that it can be beneficial for students to practice maths skills after school – for example, times tables and number bonds. Time to practice these has been built into school guidelines for homework, and suggestions for ways to support children with this is provided by each year group on the website. This may include games and websites.

The learning of Chinese characters is similarly one that requires constant and consistent practice. We would recommend that time is given to this at home each day. Suggestions for ways to learn and practice Chinese characters are shared by our Chinese team on their webpages. They might include games, flashcards and websites.

Any other homework that is given will be optional and used to reinforce class learning. Students and parents will be offered access to a menu of activities to support the learning that is being done across the curriculum. These suggested activities will include life skills, social skills, active tasks and academic tasks. To empower student learning, students are encouraged to select tasks to complete; we encourage parents to support their children in doing so.

	Reading at home (a minimum of)	Learning maths facts (a maximum of)	Chinese character learning (a maximum of)
Year 1	10 minutes daily	5 minutes daily	5 minutes daily
Year 2	10 minutes daily	5 minutes daily	5 minutes daily
Year 3	15 minutes daily	10 minutes daily	10 minutes daily
Year 4	15 minutes daily	10 minutes daily	10 minutes daily
Year 5	20 minutes daily	10 minutes daily	10 minutes daily

Year 6	20 minutes daily	10 minutes daily	10 minutes daily
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As the students progress through Year 6, more specific and regular homework will be assigned. This will be specific and precise, as this is more likely it is to make an impact for all learners. Homework that is more open and more complex is more appropriate for able and older students, as they move up the school. The introduction of more regular homework in Year 6 is intended to support both the Exhibition and the transition of students into Year 7.

Home-school communication about homework

Each year group will give specific guidance through their webpages regarding the homework choices available. We recognise that students will sometimes become engaged in a task and wish to continue working on it, and we would encourage this. There will be no punitive measures in school for incomplete homework tasks.

6. Expectations

Parents

- are actively engaged in students reading at home, either through reading together, listening to reading aloud or monitoring reading.
- provide an area for homework which is free of distractions and encourages focus and concentration.
 - help create a balance between time spent doing homework and recreational activities.
 - attend school events, productions or displays your child is involved in.

Students

- take responsibility for completing their homework on a daily, weekly or monthly basis.
- ask for help or clarification from their teacher if they need it.
- use feedback provided to benefit learning.

Teachers will:

- set homework which reinforces learning from school, but does not introduce new learning.
- ensure that it is not necessary for a student to complete their homework in order to engage with classwork.
- provide an outline to the parents on the webpage of the homework options.
- ensure that feedback is provided on homework as appropriate.