



**POLICY  
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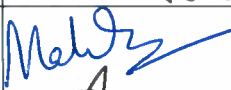



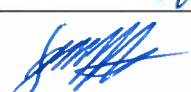


# Homework Policy

*For Ta'allum Schools*

*Reviewed 2015 - 2016*

## Approvals

The signatures below certify that this policy has been reviewed and accepted, and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

	Name	Signature	Position	Date
Reviewed by	Peter Hodge		Principal- AJA Attached	7/12/15
Reviewed by	Maha Teema		Principal- AMAG	23/11/15
Reviewed by	Steven Middleton		Principal-AMAB	23/11/15
Reviewed by	Asbat Hussein		Consultant	18/11/2015
Reviewed by	Najoud Ensaff		Consultant	18/11/2015
Reviewed by	Sameem Khan			19/11/15
Reviewed by	Dr. Mohammad Saefan		Education Director	10/12/15
Approved by	Ahmed Al Mannai		CEO	13-12-2015

## Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date

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## **Taállum Vision, Mission and Motto**

### **Taállum Group's Vision**

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

### **Taállum Group's Mission**

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

### **Taállum Group's Motto**

"Creative learners today, our future leaders tomorrow"

## Rationale

- Academy educators recognise the importance of assigning meaningful and quality homework to students.
- Research indicates that schools in which homework is assigned and assessed tend to have higher achieving students. Homework fosters student achievement, independence and responsibility and serves as a link between school and home.
- Homework is part of the goal to secure a productive and supportive partnership between parents, guardians and members of staff at the Academies.

## Aims:

The main purposes of homework are to:

- Support student learning and development, as well as creative, logical, critical and analytical thinking.
- Reinforce principles, skills, concepts and information taught in the classroom.
- Provide opportunities for effective two-way communication between home and Academy.
- To provide incentive cues for parents to support their child's learning.
- To promote positive attitudes to study and to develop the habits of lifelong learning.
- Promote independent learning skills.

## Islamic Values

- Muslims believe that Allah created all knowledge. There is no new knowledge to discover as it already exists, but is the duty of every Muslim pupil to seek out this knowledge.
- It is also considered a duty of all parents to support the education of their children. In addition, they are considered as blessed if they teach and educate their children.

## Meeting individual and group needs

- Teachers also need to ensure that the various activities provided as part of a coherent homework strategy strongly supports individual pupil needs and reinforces class learning.
- Consequently, it is expected that differentiated homework is set to be carried out at home, with a marked difference in the degree of difficulty and challenge between those with Special Educational Needs, and those who may be classified or identified as being "gifted and talented".
- The type and amount of homework will vary according to the pupil's age, ability and stage of development.

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## Types of activities

A number of activities can be said to constitute part of homework and these can include:

1. Reading – books, newspapers, online sites
2. Spelling learning
3. Reinforcement activities based on classroom learning
4. Reinforcement and consolidation of particular concepts or ideas
5. Preparation for future lessons or assignments in the class
6. Working from textbooks
7. Researching
8. Word processing and/or rewriting second drafts
9. Correcting and making improvements to marked work
10. Providing links to specific websites and online activities
11. Developing speaking and listening skills
12. Completing class work not finished
13. Revising and preparing for tests and assessments
14. Online learning sites with activities reinforcing classroom work
15. Recitation
16. Revision and preparing for tests and exams

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## Responsibilities of Coordinators, Subject Leaders and Year Group Leaders

Coordinators, subject leaders and year group leaders are responsible in their respective departments for monitoring the quality of the homework. They should make judgments' on the scale of 1 to 4 based upon:

- The regularity of the homework going home.
- The quality of homework in terms of how inspiring it may be for completion.
- The homework return rates.
- The quality of differentiation, **particularly** for Special Educational Needs and those pupils who may be considered to be gifted and talented.
- Match between planning intentions and inclusion of homework activities at the planning stage, i.e. when discussing learning objectives.
- Whether it promotes, encourages or sustains learning.



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## Advice for parents by teachers

By providing information to parents about current topics being taught, or activities being carried out through the curriculum information sheets, parents have a unique opportunity to support children in understanding the topics being covered. This should also be used as an opportunity to ensure that there is a strong dialogue between parents and children.

Parents should also be advised and encouraged to speak to the teacher concerned if there are any issues about homework.

The Academy encourages literacy development through home reading and reading should be part of the regular homework set throughout the academic year.

Parents should be encouraged through appropriate methodologies to listen and hear their children read and make it enjoyable.

Where appropriate, separate advice notes should be given.

- Homework should cater for individual needs, and should be differentiated into at least two ability bands.
- As teachers become more adept at identifying more able students, three ability bands homework should be provided. This practice is seen in some of the best schools adopting a British curriculum and we would wish to see this adopted at Al Maha Academies.

## Amount and type of homework

At the time of writing, the following represents the schedule of recommended homework: should be noted that this follows the "10 min" rule. See chart below

### Kindergarten and Primary

Year Group	Type of homework/activity	Information going home	Amount of time in total	Comments/ advice
KG	Home reading	Curriculum subjects	10-15 minute	Emphasis on dialogue, early reading development
Years 1-3	Home reading each weekday literacy once a week  numeracy once a week	Advice and notes on home reading weekly topics  being covered in the class how parents can support their children at home	Home reading: 10 min per day  Literacy/mathematics/other, 10 min Each per year group  i.e. 10 min for Grade 1 30 min for Grade 3	
Years 4-6	Home reading each weekday literacy once a week  Numeracy once a week Science follow-up once a week	Advice notes on home reading information regarding topics in the classroom advice notes contained in the work sheet relevant to the subject	Home reading: 20 min per day.  Literacy/mathematics/other, 10 min each per year group.  i.e. 40 min for Grade 4 60 min for Grade 6	

## Secondary subjects

In addition to home reading activities and general literacy development, the amount of homework given as follows. There will be one assignment per subject area.

Subject	Type of homework/activity	Information going home	Amount of time in total	Comments/ advice
<b>English</b>	Home reading each weekday.  Subject Assignment	Advice and notes on home reading. Weekly topics being covered in the class. How parents can support their Children at home.	10-15 minute for reading.  45 minute for assignment	3 times weekly
<b>Mathematics</b>	Subject Assignment	As above	Home reading: 15 min per day	3 times weekly
<b>Science</b>	Subject Assignment	As above	60 minutes	Once weekly
<b>ICT</b>	Subject Assignment	As above	60 minutes	Once weekly
<b>Arabic</b>	Subject Assignment	As above	60 minutes	TBC

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## Homework Guidance and Suggestions

1. Plan and prepare for the homework well in advance. Allow for the inevitable delays, broken photocopiers or other resource limitation scenarios.
2. Look at your medium term planning. Identify where homework can be distributed. Try to have HW prepared at least two weeks in advance. Thus, if you are away, the homework will be already set. If you are working within a team, then your colleagues can also be providing work for your class, should you be unexpectedly absent.
3. Try to link the activity with work going on in the classroom. Homework should support and reinforce learning. There should be a purpose to any work sent home or asked for.
4. Monitor homework return rates. Some teachers get substantially better return rates, because of their emphasis on the homework being returned. Keep a record, and encourage those who forget.
5. Establish a sense of achievement. Make it fun and rewarding. Pupils should be recognised not just for returning the work concerned, but the fact that they have learned something. Provide rewards and incentives as part of the strategy of establishing a strong sense of success.
6. Try to discuss homework as part of a lesson planning activity. I.e. have this under "WALT" preceding the lesson, to identify what they know what they have learnt from the activities you have sent them home with.
7. Avoid setting homework that requires copious marking and checking. Provide marketing schedules and answer sheets. Try peer-to-peer marking, self-evaluation or marking set against a specific criteria.
8. Provide opportunities for open-ended questions, tasks, and projects. This may really motivate individuals, who may be absolutely inspired by e.g. poetry, author, or topic.
9. Get pupils to take responsibility for the homework. Have a set day when they establish distribution routines. I.e. each Wednesday is homework day. Have this part of the day in the calendar, i.e. "Wednesday's are homework days".
10. If you are concerned about the quality of homework, or the homework return rates, do not hesitate to speak to the child's parents. Check the child is going home with the work and it is not left in a bag or in their desk.
11. **Differentiate:** as per Academy policy. If it is too easy, children will get bored. If it is too hard, it may produce anxiety. Make homework meaningful and challenging, without being too traumatic. However, check that the pupils have the right resources at home. Poor homework return rates may reflect family anxiety, concerns, or issues unbeknown to you. Seek advice and support if necessary.
12. Provide regular opportunities in the Academy for the pupil to finish homework. Pupils may be keen on carrying out the tasks set in the homework, but family circumstances, e.g. a party or celebratory event may mean that they cannot complete it on time, or if they have started, completing it to the standard required.

13. Match the homework set to your teaching style where possible. Teachers feel much more comfortable setting work that reflects their own interests and teaching methodology.
14. Try to set the homework that will capture the interest and imagination of the pupils. Be creative in any way you can.
15. Be sensitive to the amount of time that the pupil spends on the activities set, and any distress that this is causing. Do not reprimand pupils for incomplete homework, which they may not understand. There may have been no one at home to help. Be alert to any anomalies in their behaviour or any apprehension displayed when handing homework in. Try getting other pupils to collect it for you.
16. Vary the type of tasks or activities. Whilst children feel secure with tried and tested routines and activities, they are equally motivated by new and interesting things to do. Pupils are inspired by novelty, as are teachers.
17. Work together: year group leaders can take it in turns to set homework and to ensure that this is differentiated for pupils. Given that there are at least 7 classes in each year group in the Primary Department, the core subjects would require just 1 teacher to set a differentiated piece of work each week. For example, in maths, English and science, with at least two levels of differentiation. Work together!
18. Incorporate homework at the planning stage.
19. Be sensitive to the fact that homework can be a cause of conflict between the parent and the child. It may be that the parent is providing insufficient opportunities or space at home or punishing the child for incomplete work etc. Be prepared to discuss this with parents at the open evenings or by telephone or letter.
20. Teachers of pupils with low achievement/learning difficulties should tailor homework to meet the needs of individual pupils and at the same time be sensitive to the issue that pupils may feel there is a stigma attached to receiving different homework from their classmates. Be sensitive where you can.
21. Try using questionnaires to see what students think of the homework set and determine if it is:

Interesting  
Motivating  
Challenging  
Sustaining  
Knowledge enhancing  
Skill enhancing  
Realistic and achievable