

## Home learning policy

### Revision 3

#### 1. Definition

Home learning is anything students do outside the normal school day that contributes to their learning, in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents to support the student's learning. For example, parents who spend time reading stories to their children before bedtime are helping with learning.

#### 2. Rationale for home learning

**2.1** Home learning is an important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; students can therefore benefit greatly from the complimentary learning that they do at home. Indeed we see home learning as an important example of the cooperation between students, teachers and parents. One of the aims of our teaching is for students to develop as independent learners, and we believe that doing relevant home learning tasks is one of the ways in which students can acquire the skill of independent learning.

**2.2** Home learning plays a positive role in raising a student's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, we recognize that students take part in various out-of-school clubs and organisations that play an important role in being well-balanced citizens, and we ask that parents keep the school informed when activities or organisations may have an impact on the student being able to meet school deadlines.

#### 3. Aims and objectives

**3.1** The aims and objectives of home learning are:

- to enable students to make maximum progress in their academic and social development;
- to help students develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each student's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school;
- to allow students to practice skills taught in lessons;
- to help students develop good work habits for the future.
- to give feedback on students learning to the students and parents.

#### 4. Types of home learning

**4.1** Staff and students regard home learning as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning. We set a variety of home learning activities within both the PYP and MYP departments, the organization of which is outlined below.

#### 4.2 Home learning on *Managebac*

An important part of becoming an independent learner is for students to keep track of their home learning tasks themselves. Students at IST are assigned home learning through *Managebac*. The hand-in date is set

on the *managebac* calendar. Students should ensure that they understand clearly what has to be done. Students are expected to demonstrate commitment to their studies by handing in work on time and according to the standards set.

Parents have access to *Managebac* and the home learning set for the week. It is important that parents help their children to organize their time and support their home learning. Parents can read feedback on home learning on the tasks assigned and/or on *Managebac*.

#### 4.3 Recommended amount of time to be spent on home learning:

##### **Reading in the PYP**

Reading is the most important aspect of home learning for students in the PYP. Reading at home will give student the skills, practice and confidence needed to become a fluent and proficient reader. Students will be assigned reading materials/texts/books, for repeated reading and reading for pleasure in both Norwegian and English. This will ensure that from an early age each child has a variety of reading material to help him or her progress. Parents play an important and vital role in the development alongside the work done at school. The development of the student will be followed through the school's continuum.

**Grade 1 - 6:** Students can be assigned different tasks to work on during a unit of inquiry. The tasks assigned are designed to help students develop a certain set of skills, attitudes towards learning, develop a deeper understanding through inquiry or work on an action. The home learning task is always relevant to work done at school and will be followed up by feedback or reflection at school. The level of weekly assignments can vary based on the progress in each unit and subjects. Homework will be distributed evenly throughout the week. Apart from reading, home learning tasks will not be set during the two weeks before Christmas and summer break.

**Grade 7 - 10:** Students will be required to complete a variety of subject based tasks, work on assessments, or complete unfinished class work for home learning. Visual Arts, English, Humanities, Mathematics, Norwegian, Science, Spanish and Technology will all set graded assignments for each unit, which will be recorded for report purposes. Depending on the time of year, the level of weekly assignments may vary. However, teachers will endeavour to coordinate the delivery of homework, so that all assignments are not due at the same time. All homework will be posted on Managebac for parents to view. Parents can contact the office if they are unable to log in <https://istemark.managebac.com/login>

*If your child is spending a very long-time on home-learning tasks, especially on weekdays, parents must consult their child's class teacher / tutor / subject teacher **before** the task is due. If for any legitimate reason students are not able to complete a piece of work, parents should inform the child's class teacher / tutor / subject teacher either with a message on Managebac or by e-mail.*

4.4 Home learning completed well is acknowledged and praised. Any issues arising from home learning will be followed up by the teacher in lesson time.

4.5 We recognise that students have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

4.6 Inclusion and home learning:

We set home learning for all students as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the student, and we endeavour to adapt any task set so that all students can contribute in a positive way.

## **5. The role of parents**

**5.1** Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their child to complete the tasks that are set. We invite you to help your children as and when you feel it to be necessary and to provide your child/ren with the sort of environment that allows them to do their best. Parents can support their child/ren by providing a good working space at home, and by discussing the work that their child is doing.

**5.2** If parents have any questions about home learning, they should, in the first instance, contact the child's class teacher, tutor or subject teacher. If their questions are of a more general nature, they should contact the PYP or MYP coordinator.

## **6. Use of ICT**

**6.1** 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. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else. Proper referencing and acknowledgement of sources is an expectation of all students and is a part of the curriculum. Proper referencing is part of the [IB's Academic Honesty policy](#) and plagiarised work will not be tolerated, and may result in a no-grade and / or disciplinary measures.

**6.2** There are many websites containing good quality educational material, which can significantly aid students' learning. Recommended sites that will best support the students' learning are provided for parents to consult on the class blogs or unit cover sheets. Parents are advised to supervise their child's access to the Internet at all times.

## **7. Monitoring and review**

**7.1** This policy will be reviewed annually and changes made when deemed appropriate by PYP, MYP coordinators and LMT.

Reviewed: SP, August 2016