



The British International
School of Brussels

163, Av. Emile Max, 1030 Brussels, Belgium, www.bisb.org
Headteacher: Mr. Stephen Prescott MA

Homework Policy

v0.2

Created Feb 2001

Last updated Sept 2014

Next scheduled update Sept 2018

Introduction

At BISB we believe that the right amount and type of homework is very beneficial for children, fostering in them positive attitudes and habits. Homework facilitates the acquisition and consolidation of knowledge by giving opportunities to build on work undertaken in class, as well as helping to acquaint parents with content being covered in class.

We are also aware that current research indicates that too much homework has a detrimental effect on children, and runs the risk of overloading them to the point where they feel saturated and lose interest in learning. It is important that they have sufficient time for play, socialisation and relaxation.

Relevant School Aims

- To develop good home-school interaction and together improve the quality of learning independently
- To ensure that our children follow a well planned and stimulating programme of study, with a wide variety of learning opportunities, that increases knowledge and promotes understanding
- To determine and improve the capabilities, proficiencies and talents of each child in all sections of the curriculum
- To work with the children to attain the high standards that we expect from them in all aspects of life in school

Appendices

A Duration of homework - guidelines

1 Examples of suitable homework types

NB the homework type (and / or task) should be differentiated as necessary so that all children within the class or teaching group find the task appropriate and challenging.

1. Practising on their own, new skills learned at school, ,
e.g. answering extra Mathematical questions to reinforce understanding of new concepts.
 2. Reinforcing and extending knowledge,
e.g. learning vocabulary, memorising tables, spellings etc.
 3. Assimilate, revise and consolidate knowledge,
e.g. background reading, mapwork, comprehension exercises.
 4. Improving study skills,
e.g. descriptive or creative writing or research.
- Any of the above could be a task carried out electronically

2 Role of Parents

Parents can play a positive role in the homework routine by:

- allowing their child to work independently;
- informing staff if their child is encountering ongoing difficulties when undertaking homework tasks;
- ensuring that homework is undertaken in an environment that is conducive to work and study;
- monitoring disruptions during homework periods (eg. telephone calls, television viewing).

Parents will be informed about the homework that their child has been set

For Years 5 and 6	Electronically via Google drive
For Years 3 and 4	Via a sheet clipped into their homework diary
For Year 2	Via the homework folder sent home each Friday
For Year 1	Via established routine and class newsletter

3 General

To be effective, homework tasks should not place an undue burden on children and families. Homework should reinforce classroom learning objectives and be related to individual pupil needs and abilities. Every child is different; his or her abilities, comprehension, attention span etc. are unique to the individual. If a child is doing his or her best and is being frustrated by a task after an amount of time in accordance with the school guidelines, a parent should email or write a note explaining the situation and requesting help in school. This does not excuse a child from *trying* to do the task, but makes the teacher aware that the child needs help. The pupil should bring in his/her attempts to do the work, so the teacher can determine where the problem lies.

Appendix A: Duration of homework – BISB guidelines

Nursery & Reception	No regular homework (<i>although children may be asked to discuss current topics with parents and look for relevant resources to bring into school</i>)
Year 1	A small amount (5 or 10 minutes) 4 or 5 times per term, plus weekly spelling lists
Year 2	A small amount (5 or 10 minutes) per week, plus weekly spelling lists
Year 3	Up to 1½ hours per week
Year 4	1½ hours per week
Year 5	2 hours per week <i>plus occasional</i>
Year 6	2½ hours per week <i>holiday homework</i>
Years 2 - 6 French homework	up to 15 minutes per week

These guidelines do not include reading time or time spent on the weekly Talk-Topic. Reading (both alone and with parents) and French homework require an extra allocation of time according to the level and interest of the individual child.