



The Central School Dubai
Al Nahda 2 Dubai, United Arab Emirates

1]. Section-A

Title of the Policy	Homework Policy	Designation	Principal
Name of Policy Writer	Mala Mehra	Date of Next Revision	30.10.2020
Date of Policy Revision	18.05. 2020	Department/Section	Principal
Policy Code	TCS/PC/1920/12		

2]. Section-B

Purpose	<p>To develop an effective partnership between the School and Parents in pursuing the teaching aims of the school.</p> <p>To consolidate and reinforce skills and understanding in all subjects.</p>
Approach	<p><u>AIMS</u></p> <ul style="list-style-type: none"> ❖ To consolidate the work already undertaken in school; allowing for revision and practice. Homework has to be challenging and provide opportunities for creativity. ❖ To encourage the student to become independent learner and to revise, reinforce, complete work that has begun in school to benefit student learning. ❖ To develop work ethic among students and assist the development of concentration. ❖ To provide opportunities for students to use out of school resources (e.g. books and Information Technology) found in the home or other places such as libraries. ❖ To provide research opportunities.
Rationale	<p>Education is a partnership between school and home, we in TCS, Dubai believe homework is an integral and beneficial link of communication. It enables the parent to keep abreast of what their child is learning and involves the parent in the learning process.</p>
Types of Homework Assignments	<ul style="list-style-type: none"> ❖ Reinforcement of class work ❖ Research topics and investigations ❖ Preparation for class work ❖ Reviewing, redrafting or summarizing a piece of work ❖ Longer term assignments ❖ Writing up notes from an experiment or other practical work

	<ul style="list-style-type: none"> ❖ Preparation for a presentation ❖ Revision work ❖ Completion of work initiated in class ❖ Usually, homework contains a balance between reading tasks, learning and written tasks which may vary considerably from day to day. ❖ In the senior classes some homework is designed to challenge the pupil's ability. The student is expected to complete his/her homework to the best of his/her individual ability. ❖ Students are advised short time reading each night.
<p>Teaching and Learning</p>	<p><u>Responsibilities</u></p> <p>The prime responsibility for completing homework lies with the individual pupil. As they advance through the school, it is expected that pupils will take increasing personal responsibility for all aspects of their learning, including homework. The role of parents and teachers is equally important.</p> <p><u>Recommended time allocation for homework including reading and Arabic</u></p> <ul style="list-style-type: none"> ❖ <u>Kindergarten:</u> 10 minutes reading per night. ❖ <u>Grades 1 and 2:</u> 2 hour per week (40 mins. Literacy, 40 mins. Maths, 40 others) ❖ <u>Grades 3 and 4:</u> 2½ hour per week (30 mins. Literacy, 30 mins. Numeracy, 30mins Reading + 30mins Arabic + 30mins others) ❖ <u>Grades 5 and 6:</u> 3 hours per week (40 mins. Literacy, 40 mins. Numeracy, 40 mins Arabic, and 30mins others) 30 mins Reading Comprehension) <p><u>Role of Students:</u></p> <ul style="list-style-type: none"> ❖ Enter homework accurately in the student diary. ❖ Complete homework assignments to the best of their ability. ❖ Present work neatly. ❖ Get your homework signed by parent. <p><u>Parents can support by:</u></p> <ul style="list-style-type: none"> ❖ Taking an active interest in the Home Links ❖ Ensuring that time is set aside for practicing numeracy facts ❖ Encouraging and supporting children to complete a few of the Home Links

- ❖ Modeling the enjoyment of reading.
- ❖ Enjoying reading time with their children.
- ❖ Talk to your child about the work he/she is doing in school.
- ❖ Watch educational programmes with your child and talk to him/her about them.
- ❖ Visit local Museums, Libraries and places of interest.
- ❖ Monitor the amount of time spent by children watching T.V., playing on play-stations etc.
- ❖ Ensure that children get to bed early on weekdays.

Teachers can help by:

- ❖ Checking and signing school diary.
- ❖ Posting an exciting variety of Home Links activities on the web at the beginning of each topic.
- ❖ Ensuring that parents are aware of the school's home links policy.
- ❖ Providing positive encouragement when children bring in evidence of their voluntary activities.
- ❖ Assign homework in accordance with the homework policy.
- ❖ Explain how the assignment might be carried out.
- ❖ Lay out and standards of presentation communicated clearly to the students.
- ❖ Consult with the Learning Support/Resource Teachers regarding the needs students availing of support teaching.
- ❖ Correcting homework on a regular basis and providing feedback. Some items of homework may be checked by the students themselves with teacher guidance forming part of the learning process for the students.

Homework Feedback

We recognize that pupils benefit from feedback on their homework as soon as possible. Much of the homework, in all grades may be formal paper exercises requiring formal marking. Therefore, much of the feedback may be given as descriptive remarks from the teacher to the student; the format and timing of the feedback depending on the nature of the homework and when it is assessed by the teacher.

With the older students, teachers will check the completed homework has been completed, and, depending on the task, students may 'class mark' or 'self-mark' their work under the direction of the teacher. This may be followed by general feedback to the class or personalized feedback when required.

- ❖ We recognize and will reward students for their effort in homework tasks in accordance with our school rewards system. Constructive feedback from parents about their child's homework is also welcomed by the school.

Failure to do Homework

Primary School

- ❖ Homework repeatedly not done or signed will be investigated.
- ❖ If there is good reason for not doing the homework, a written note from parent to teacher is required by way of explanation;

- ❖ Homework missed due to illness or absence does not normally have to be completed;
- ❖ The class teacher will contact the parent if problems persist. Likewise, parents are encouraged to contact the class teacher if the child is experiencing problems at home with homework.

Consequences at the Secondary School

In case the home assignment is not completed due to a valid reason, the teacher can extend the deadline.

First time

- ❖ Detention issued by subject teacher
- ❖ Note in planner with detention
- ❖ P.E. detention

Second time

- ❖ Subject teacher puts note in planner
- ❖ Teacher refers student to the Head of Department - formal note sent home to parents.
- ❖ HOD detention (arranged and led by HOD)
- ❖ E-mail from HOS to the parents

- ❖ To exercise “Behavior for Learning” deduction points system.

Third Time

- ❖ Subject teacher – note in the planner.
- ❖ Referred to Head of School by HOS
- ❖ Formal communication with parents

- ❖ To exercise “Behavior for Learning” deduction points system.

SUCCESS CRITERIA

- ❖ The success criteria of this policy will be determined by feedback from parents, students and teachers. Feedback will be sought at the Parent/Teacher meetings and/or through questionnaires / survey.

REVISED POLICY BASED ON DISTANCE LEARNING EDUCATION:

Purpose:

To reinforce learning and facilitate the mastery of specific skills by integrating different E- learning platforms for the enhancement of the Distance Learning.

Implementation:

- ❖ Age Appropriate platforms for each grade for effective distance learning have been integrated in teaching learning process that enables the students and teachers to share their information.

Some of the key platforms being used are: -

- ❖ **Google meet (Online)** and **Google classroom (offline)** classes are used for both synchronous and asynchronous learning.
- ❖ **Google meet** is used for online classes which enables to discuss, share information through chat and interaction, screen sharing for presentation, real-time captioning, and live recorded sessions.
- ❖ **Google classroom** is used for uploading files, differentiation, collaboration, interactive tasks, feedback, and assessment. Students and teachers can upload the files and communicate easily on this platform.
- ❖ **Padlet** is used to create an online bulletin board through which students interact, collaborate, shares information, adding images, links, videos, columns for sorting or refining organization and feedback.
- ❖ **YouTube** videos are shared with students for different subjects (concept related content), phonics, numbers, art, craft, reading sessions are provided to students in prior along with the reference material on **Educore (Learning Manage System)** to support students in comprehending the concept **for flipped classrooms** and accomplishing the assignments.
- ❖ **PhET** is a suite of research-based interactive computer simulations for teaching and learning physics, chemistry, math, and other sciences are integrated in planning.
- ❖ **Yardstick LMS** is integrated in lessons for students to create a smart, personalized, and interactive learning environment, integrating real-life application and inquiry-based hands on approach feedback and submission of the project.
- ❖ Different learning platforms like **Edmodo, scratch, nearpod, menti.com, kahoot, quizizz, quizlet, blogs, google slide, google docs** and **class dojo** are used to share content, collaborate, distribute quizzes, assignments, feedback,

achievements and manage communication with students and parents.

- ❖ **Math whizz** facilitates students with interactive games, lessons, and exercises to provide personalized math tutoring and scores.
- ❖ **Reading Eggs** and **Reading Eggspress** provide children with a one-on-one learning environment, which means that they can learn at a rate that suits their level of ability and progress. Focus on core literacy skills. Making Learning Fun. Tracking Progress.
- ❖ **NearPod** to engage students meaningfully, where students and teacher can create presentations that can contain quizzes, polls, videos, images, drawing-boards, web content and so on.
- ❖ Students may use varied educational websites and digital tools such as laptops, video cameras, iPads etc. for completing homework in which they would find interest in getting involved and avoid take prints and downloading.
- ❖ Number of age appropriate assignments for each lesson is designed related to the learning outcomes, which enables students to use their acquired knowledge and skills as per their ability.
- ❖ Flexible opportunities for parents and students to work in partnership and to share and enjoy learning experiences.
- ❖ Time to complete the homework given may vary according to each context; it can be done over a short or longer period.
- ❖ Parents and students' feedback are considered to adapt the curriculum with adjustments and modifications accordingly.

Teacher's Responsibility:

- ❖ Teachers ensures that limited and meaningful electronic assignments are assigned to students in that support the students in understanding the learning outcomes or measuring the amount of knowledge and skills they have acquired, and their ability to apply them.
- ❖ Ensure clear and detailed instructions that enable the students to complete the tasks independently or with minimal help.
- ❖ Provided additional time to students who do not complete their set homework understanding the circumstances.
- ❖ Coordinate with other subjects to consider not to assign several tasks in one day that requires a great effort from the student and the parents if the child needs them.
- ❖ Provides timely feedback on set homework, to the student or parents on student achievement, either in the form of a comment or against the set criteria.

- ❖ Teachers makes uses of online collaboration tools to support individual/groups of students who may require extra help with certain concepts/tasks
- ❖ Teachers ensure to create learning experiences for students to work at their own pace and take time to absorb content. Resources are uploaded in advance and use appropriate apps to set work for students.

Homework will consist of:

- ❖ Reading for pleasure/ Family reading time/ Independent reading.
- ❖ Simple reinforcement tasks associated with classroom activities incorporating electronic activities like matching, multiple choice, short sentence and writing words.
- ❖ Research based assignment avoiding print.
- ❖ Virtual experiments and simulations
- ❖ Online steam-based activities
- ❖ Vocabulary/ Spellings/ Phonics/ High frequency words.
- ❖ Fun with Math and Science
- ❖ Interactive Math activities
- ❖ Art and Physical activities

Kindergarten: At this level, the number of assignments does not exceed more than 3 tasks comprising the core subjects, these tasks cover the learning outcomes.

Primary: At this level, the number of assignments does not exceed more than 4 tasks comprising the core subjects, these tasks cover the learning outcomes

Upper primary: At this level, the number of assignments does not exceed more than 5 tasks comprising the core subjects, these tasks cover the learning outcomes Independent homework is introduced with guided instructions in order to promote self-learning gradually as per the age to refine their learning by integrating the use of AI (Artificial Intelligence based activities)

Middle & senior grades: At this level, the number of assignments for basic subjects 1-2 during the week. In this age, the assignment promotes students to reflect and refine their learning that take place based on the concept learnt in the class through research and independent work as per the students' interest and readiness.

Basic subjects: (Arabic and English language, Math, Science subjects- science, physics, chemistry, and biology)

Parent support and engagement at home:

- ❖ Provide a comfortable place for their ward to do their homework/ learning and support if needed using guided instructions provided by the school on learning management system (Educore, Google classroom and emails)
- ❖ Parents can be involved by reading with their children and being engaged with them as a support to develop their ward's skills.
- ❖ Ensure a regular daily session to examine and complete homework, helping to balance the amount of time spent between homework and recreational activities.
- ❖ Understand their ward's homework expectations, discuss homework, and ask questions about their child's understanding of the assignments in meeting the learning outcomes.
- ❖ Communicate to the teacher if assignments are difficult for their child and face challenges to submit.
- ❖ Monitoring the time taken to complete the homework tasks and give feedback to the teacher as to whether the amount of homework can be completed in the designated time or not.

The school ensures the best to make distance learning work for the better learning experiences and outcomes for students through effective planning and implementation to meet the desired targets.

Students of determination (DLE)

Homework is defined as an assignment that is intended to recapitulate, rehearse and overlearn the concept or skill that has been introduced and practice in guidance of the teacher on a particular day to attain mastery.

The purpose is defined in the definition.

It is not an extension of the class work that the pages/skill/exercises should not be new for the child.

The exercise is always planned and if possible, have a parent meeting and explain the essence of the homework given and how the parent can guide the child to complete it.

To achieve the connectedness in the syllabus: use cross curricular activity as much as possible. Math can relate to all the subjects virtually.

The Homework should lead to the concept that the teacher expects mastery. For e.g., if you are giving LCM problems in math the homework must ask the basic steps i.e.,

multiplication tables and division then LCM.

The homework should be mostly an activity to observe and write a report; some examples:

1. Math: If division is being taught, ask the student to observe how her/his mother is distributing the curry among the family members, how a fruit is distributed among the family members.
2. English/languages: If you are teaching passive voice, ask the child to write a note using the rule of passive voice or if you have taught past tense, then ask the child to write a note on how his/her father parks his car when he arrives home.
3. Science: if you are teaching photosynthesis, then ask the child to plant a seed in the soil and observe and write a report “what does it prove when the plant is growing?”
4. Arabic/Hindi/Malayalam/Tamil/Bengali/Urdu : it would be interesting to integrate the languages to search the vocabulary of scientific terms in math/science in these languages and write the description of steps taken to write algebraic expression.

Always encourage the child to practice Writing

Correction procedures:

1. It is imperative to meet the parent, or you can ask the DEIW coordinator to meet the parent and discuss the homework and its importance.
2. Guide the parent how to complete the task so that he will have a sense of accomplishment.
3. If the student does do the activity, ask what reasons have stopped him to complete the task. Give him time and guidance to accomplish the task successfully.

***Policy
Committee
Members***

Policy Incharge: *Mala Mehra*

Date:
29.03.2019

Approved by: Mala Mehra



Ahmed 29/03/19
Signature of Principal

Date: 18.05.2020

Approved by Principal: Mala Mehra