

Wisdom Bridge International School Homework Policy

1.0 OBJECTIVE

To establish the policy that homework is an engaging and relevant learning activity, and commitment to the assignment of homework in a purposefully planned manner that is directly connected to a student's school programme and learning expectations of both Myanmar and UK curricula.

2.0 DEFINITIONS

Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. Homework should be reviewed by teachers so that they know where students are now and how to better direct them towards their learning goals.

There are four types of commonly assigned homework, each having a different intended outcome as shown below.

<u>Type</u>	<u>Definition</u>	<u>Intended Outcome</u>	<u>Application</u>
Completion	Any work assigned during the school day not completed in class	Helps students keep up to date with the classroom programme	The classroom programme should be differentiated if a student has completion homework on a regular basis.
Practice	Any work that reviews and reinforces skills and concepts taught in class.	Helps students practice newly acquired skills to develop fluency	To be effective, practice homework requires students to already be able to independently perform the skills required.
Preparation	Any work that prepares students for upcoming lessons or classes	Encourage students to acquire background information or to bring their prior knowledge and experience to upcoming units of study.	
Extension	Any work that explores and refines learning in new contexts or integrates and expands on classroom learning	Encourage students to problem solve, think creatively and think critically	To be effective, extension homework does not require a student to learn curriculum content independently. Instead, students deepen understanding and relate learning to the real world.

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3.0 POLICY

Effective Homework Assignments

- 3.1 Homework assignments shall be clearly articulated and carefully planned, and involve consultation among core, rotary and subject teachers, where appropriate. Also where appropriate, homework assignments shall be differentiated to reflect the unique needs of the child.
- 3.2 The purpose of all types of homework is to ensure it is both effective in promoting high quality student learning and achievement and it nurtures a desire for students to keep learning. Effective homework assignments:
- (a) are curriculum based and meet the developmental and individual needs of the student through differentiation and modification.
 - (b) should be commented on to provide feedback for future learning.
 - (c) are designed to require no additional teaching outside the classroom and are engaging and relevant to student learning. Students understand what is expected of them before leaving school.
 - (d) do not require resources or technology to which students may not have access.
 - (e) may be designed to involve parents/guardians in supporting their children's learning but should not teach new concepts.

Consequences for Incomplete Homework Assignments

- 3.3 Where appropriate, there will be progressive consequences for incomplete homework. Punitive measures are not appropriate as they provide powerful disincentives.

Reporting of Homework

3.4 Homework is reported on School Application as a part of Independent work and Homework Completion.

Timing, Scheduling and Quantity of Homework

The amount of homework assigned to students should be different from elementary, to middle school to high school and that the amount of time a student spends on assigned homework depends on such factors as: the student's needs, learning ability, subject, school schedule, proximity to tests, examinations and assigned homework due dates. Time spent on homework should be balanced with the importance of personal and family wellness and the wide array of family obligations experienced in our society today.

3.5 Kindergarten (Reception level)

Homework should not be assigned to Kindergarten students. There is a strong connection between parental involvement and student achievement. As a result, families are encouraged to engage in early learning activities such as playing, talking and reading together in English or in the family's first language. Teachers may provide resources to support home-based early learning activities.

3.6 Year 1 to 6

There is a strong connection between reading to or with children every day in English or in one's first language and student achievement. As a result, homework assigned in the early grades shall more often take the form of reading, playing a variety of games, having discussions and interactive activities such as building and cooking with the family. In the late Primary and Junior Year level, effective homework may begin to take the form of independent work. In both cases, homework assigned for completion, practice, preparation or extension should be clearly articulated and differentiated to reflect the unique needs of the child.

3.7 Homework schedule and target

The homework schedule at WBIS is structured to supplement classroom instruction and build student confidence across key subjects.

Key Stage 2 (Years 3-6) Students receive homework twice per week in all core subjects, scheduled as follows:

- **Monday & Thursday:** English and Science

- **Tuesday & Friday:** Maths and Myanmar Studies
- **Wednesday:** Reserved for assignments from other subjects, such as Art, Music, PSHE, or PE, as needed.

Key Stage 1 (Years 1-2) The homework frequency is adjusted to meet the needs of younger learners:

- **English & Myanmar Studies:** Twice per week
- **Maths & Science:** Once per week

Additional Academic Support Across all year levels, supplementary learning support is available for students who require it. This may include targeted exercises in:

- Vocabulary development
- Handwriting practice
- Active-learning reading and phonics
- Additional maths practice

This structured approach to homework is a necessary component of our curriculum, designed to reinforce learning and significantly boost a student's confidence and proficiency in each subject area.

General

- 3.8 No homework shall be assigned on scheduled holidays as outlined in the school year calendar or on days of significance.
- 3.9 Wherever possible, homework assignments shall be assigned to be returned using blocks of time so that families can best support homework completion by balancing the time required to complete homework with extra curricular activities scheduled outside of the school day and activities that support personal and family wellness.

Parents who have concerns with homework expectations for their child shall be encouraged to contact their child's teacher or the school principal to discuss the situation.

Homework During Extended Absences

- 3.10 Teachers shall not be expected to provide detailed classroom work and homework assignments for students who are away for extended periods of time as a result of family - or parent-initiated absences. For absences due to extended illness, parents may contact the school principal to discuss available options.