

ANGLO EUROPEAN SCHOOL



HOMework POLICY

Last reviewed 06/10/2026

This policy is regularly reviewed following recommended guideline

AES Homework Policy

Homework is an important feature of any successful school and makes an important contribution to learning. It is integral to all schemes of work. The school sets high expectations of students in completing homework. A homework timetable is issued at the beginning of the academic year which includes time allocations.

For the purpose of this policy, homework refers to any task that students complete outside timetabled lessons. This can be specific work set by a teacher that need to be completed by a deadline, or additional work that the teacher has suggested to the student to enrich their studies. Many students complete their homework in the library, at study club or, in the case of Sixth Form students, in their study periods.

Purpose

Homework should encourage students to develop the skills, confidence and motivation needed to study effectively on their own. The school aims to promote the ability to learn independently and to develop the flexibility necessary for lifelong learning. Homework should reinforce and consolidate the skills and understanding developed at school, and extends the learning process, for example through additional wider reading and research.

The school also considers homework to be a means of involving parents directly in the learning process. It is an extension of the idea of partnership in learning. Homework is also a means of managing particular demands such as completing examinations specifications and non-examination assessments, when appropriate.

Reasons why students receive homework:

- Research evidence shows that students make better progress by completing high quality homework tasks.
- Students develop the correct habits for study, such as those in the IB Learner Profile.
- Teachers are able to set a wider range of tasks through setting homework and, therefore, have a greater range of evidence of the students' progress and achievement.
- Teachers are able to devote more lesson time to collaborative study, practical work and discussion, if independent work and extended practice can be completed outside the classroom.
- Teachers have the opportunity to set more personalised tasks for students.
- Students are able to prepare for future learning in the classroom by setting "flipped learning" tasks
- Students can be encouraged to enrich their classroom learning
- Students and parents can share the learning experience in greater partnership.
- To complete the guided learning hours for examinations specifications

Nature

Homework should be a specific task, appropriate to the time available, the age and ability of the student.

Homework should be matched to the particular needs and ability of individual students. Extension or enrichment work & wider reading should be available for the most able and appropriate scaffolding, adaptation and support should be available for students who require it, enabling them to access learning successfully whilst maintaining high expectations.

Wider and recommended reading lists are available on the curriculum pages for each subject on the school website on the subject Curriculum Maps. Teachers will supplement this with additional reading applicable to the relevant module of work being studied.

Homework should be designed using inclusive principles. Tasks should be accessible, clearly explained and appropriately adapted where required. Teachers should consider literacy demands, access to digital technology, language needs, SEND requirements and other barriers that may affect successful completion.

Homework is also one forum for promoting reading for pleasure and improving literacy skills. Where students have completed work before the end of the allocated time, they should use the additional time to read around the subject or read for pleasure.

Types of homework tasks:

- Preparation for future learning (such as reading ahead and summarising) in “flipped learning” tasks
- Wider reading tasks for enrichment or consolidation
- Structured short-answer questions to consolidate learning in lessons
- Choice of tasks with varying levels of challenge
- Learning vocabulary or key-facts
- Extended project work
- Guided research
- Timed essays or extended pieces of writing
- Online homework tasks
- Guided revision and practice examination questions
- Write-up of experiments or practical work
- Rehearsal
- Responding to feedback from assessment

Recording of Homework

Students should mark the appropriate work in their exercise books as “homework”. In this way, it is easier for all concerned to identify their homework tasks and to differentiate between homework and class work.

All homework tasks for students in all years must be recorded by the teacher on Arbor This is an on-line resource which enables staff, students and parents to view homework set by staff. Students are better able to manage their deadlines, often with the support of their parents, with the support of the facilities on Arbor. This also ensures that all instructions are clear, resources are accessible to all and it is always clear that homework has been set.

Students in the Sixth Form are also encouraged to record the homework set in a written format; such organisation is a useful skill to develop in the Sixth Form. However, all homework must also be recorded for Sixth Form students on Arbor.

Homework Support, Tutor Period & Study Club

We recognise that not all students have access to a wide range of resources at home and so our Study Club is available in the Library for all students from 8am until the start of school, at lunchtimes and after school until 5pm. This is supported by our Study Club Managers who support students to find and access suitable resources, support literacy and the completion of homework tasks in a supportive and inclusive environment.

Our librarians are also available to find suitable resources for study and research purposes and can collate materials on request for use in out of hours study clubs to support homework completion.

In addition, 1 hour of independent study time is allocated to students each cycle which is supervised by the tutor during Tutor Period. In this time students can complete homework, research, read independently or undertake literacy activities. This also teaches students to manage their time and homework tasks. For students in Years 7 to 10, the first half hour of this period is used for independent quiet reading, so that students develop the habit of reading regularly.

Time Allocation

A homework timetable is published for each group and this should be closely adhered to by staff. Although each day has some variation, the following time allocation is a guide to the amount of time students should spent studying outside the classroom. They may of course, complete this in study club or tutor periods.

	Average Time allocation per evening
Year 7	60 minutes
Year 8	60 minutes
Year 9	70 minutes
Year 10	80 minutes
Year 11	80 minutes
6th Form	150 minutes

Role of Parents

The school recommends that parents ensure that suitable facilities for study exist in the home. The school encourages parents and carers to provide opportunities for study where possible. Where access to technology, resources or study space creates difficulty, the school will seek to provide appropriate support and alternative arrangements.

Time should be set aside for completion of homework each evening and the work done should be monitored as appropriate through Arbor. If circumstances mean that it is difficult for families to

provide proper opportunities for homework then parents should contact their child's Year Leader. The school will do whatever it can to provide support where possible.

Parents are important partners in the monitoring of homework. If concerns exist over the amount of homework (be it too much or too little), these concerns should be brought to the attention of the tutor, subject teacher or Head of Department in the first instance. If the concerns are more general then the Year Leader should be contacted.

Encouragement and support should be offered but care should be taken to ensure that the work is that of the student and that external sources of information are acknowledged. This is particularly important for examination courses (see the Academic Honesty and Malpractice Policy).

Links to other policies

See Monitoring Policy for details of how the quantity and quality of homework is monitored by senior and middle management.

See Behaviour Policy for the range of sanctions available to staff when homework is not completed to a satisfactory standard by students.