

The European Azerbaijan School

## **Secondary Homework Policy**



Revised by the Director, Principals, Deputy Principals, IB coords, Teachers 7/06/24

## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

**Inquirers** – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** – We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-Minded** – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-Takers** – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** – We understand the importance of balancing different aspects of our lives, intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** – We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## **EAS Mission Statement**

The European Azerbaijan School provides each student with a diverse and vibrant education in a compassionate and supportive environment which promotes respect, innovation, creativity, intercultural understanding and critical thinking. This enables students to become reflective and respectful international citizens who, as empowered lifelong learners, can flourish globally and contribute fully and meaningfully to their community and create a more peaceful and inclusive society.

## **EAS Secondary School Homework Policy**

- I. Purpose
- II. Definition of homework types
- III. Grade level expectations and time guidances
- IV. Roles and responsibilities
- V. Consequences and rewards
- VI. Expectations during holidays, summer and extended sick leave

### **I. Purpose**

The European Azerbaijan School Homework programme serves as an important link

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between home and school, keeping parents/carers informed by reinforcing and extending school learning, experiences, and interests. It also gives the opportunity for students to develop their own time management skills, personal responsibility and awareness of themselves as learners. It serves to reinforce classroom learning, foster independent study habits, develop critical thinking skills, and prepare students for tasks and assessments, as well as real-life experiences.

Assignments have the following purposes:

- To prepare for, reinforce, and extend concepts introduced in class
- To activate prior knowledge and consolidate student understanding
- To establish study habits and self-reliance
- To allow parents/carers to be aware of the content and skills addressed in the programmes
- To allow parents/carers and teachers to be aware of student progress on an informal basis
- To foster independent study skills
- To prepare students for assessments and further skills and content

## **II. Definition of homework types**

### **Consolidation**

Homework that consolidates consists of using knowledge and skills (covered in class) independently to build confidence and competence. The outcomes of consolidation homework are monitored by the teacher informally and may be used formatively to make decisions about future learning opportunities.

### **Preparation**

Homework which prepares students for upcoming work, focuses upon re-existing knowledge and understanding and enables students to make connections between past experiences and future learning. The outcomes are monitored by the teacher informally and may be used formatively to make decisions about future learning opportunities.

### **Extension**

Homework which extends students' understanding and skills designed to improve competencies for individual learners by identifying areas of focus for learning gains. The outcomes of extension homework are monitored by the teacher informally.

In CP types of homework tasks may include:

**Research Assignments:** Students may be required to conduct independent research on topics relevant to their Reflective Project, career pathways, or specific industry sectors.

**Practical Tasks:** Homework may include practical activities such as preparing presentations, creating

business plans, or drafting reflective journals.

**Reflective Writing:** Students will regularly engage in reflective writing to document their learning experiences, challenges, and achievements related to their career-related studies.

**Reading Assignments:** Assigned readings may include articles, case studies, or other materials that support classroom instruction and career-related knowledge.

## **II. TIME ALLOCATION**

The IB encourages schools to be mindful of students' overall workload, ensuring that homework doesn't become overwhelming. The aim is to promote a balanced approach to learning, considering students' well-being. Students are set homework tasks appropriate to their grade level, as our expectations of Grade 5 are not the same as our expectations of DP students.

### MYP

To ensure that students do not spend too much time on one task or one subject, subjects give homework once a week for MYP subjects. A homework timetable is created for each advisory group to ensure that students are not expected to complete unreasonable amounts of work outside of school-time.

As a guide teachers set tasks with these approximate timings:

|            |                 |
|------------|-----------------|
| Grade 5:   | 15 mins/subject |
| Grade 6/7: | 20 mins/subject |
| Grade 8/9: | 30 mins/subject |

### Pre, DP, CP

For students studying in the IB diploma programme or the career-related programme, the expectations of workloads and homework loads are increased in both intensity and duration. Students are expected to have developed sufficient organisation and self-management skills to effectively structure their homework and study time. DP/CP teachers should give an indication of the amount of time a homework task should take as a way to help students effectively manage their time.

As Pre students are preparing for DP and CP their homework tasks should be proportionate to enable a 'stepping stone' from MYP to DP/CP.

During the DP and CP courses, students are required to produce internally assessed work (IAs in DP), which are moderated by the IB. To give students the opportunity to fulfil their potential in these tasks, students are expected to work on these outside of school time. In order to help students to organise their time and manage their workload, three deadlines are set (first partial, full draft, final submission), by the school, for each task, which must be adhered to. Without this structure students will not be able to give adequate attention to final exams and balance their workload.

### **III. Responsibilities:**

As with all schoolwork, but especially with homework, the interaction between the teacher-student-parent/carer is essential. The final responsibility for homework rests with the student.

#### **The student should**

- Know the school's approach to homework
- Record all assignments in their agenda.

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- Be aware of the importance of homework.
- Ensure homework is completed to the best of his/her ability.
- Complete homework in the given time frame.
- Manage time on projects and studying in order to maintain the guideline of 60-120 total minutes of homework.
- Ensure they fully understand the task by asking clarifying questions from the teacher when the assignment is given.

#### **The teacher should**

- Assign relevant, challenging, and meaningful homework which is in line with the purpose of the task.
- Give clear instructions regarding task submissions, in terms of format and platform
- Give clear instructions regarding the deadline for homework tasks, ensuring that (in MYP) at least 48 hours is given from the task setting to the task completion.
- Give clear instructions and ensure that students understand expectations including how homework will be assessed.
- Update the homework completion status by using the "Binary" option on Managebac.
- Provide verbal or written feedback promptly to students.
- Maintain homework records and communicate with parents/carers if homework issues begin to negatively impact the grade.
- Communicate with the student, then parents if there are ongoing concerns about homework completion. If this issue continues, the teacher should inform both their Curriculum Leader and Programme Coordinator.
- Reflect non-completion of homework in the 'Effort' grade in written reports, referring in the comment the reason for this.

#### **The parent/carer should**

- Understand that a time indication for a homework task is only a guideline and that there may be occasions when homework takes additional time, or less time. Some students routinely require more time.
- Indicate to the school if their child is struggling to manage homework tasks, so that support can be given to the student. This may take the form of differentiation and learning support, or of time management skill improvement.
- Take an active interest in homework.
- Use Managebac to track homework completion patterns and communicate with teachers as needed.

#### **IV. HOLIDAYS and EXTENDED LEAVE**

Holidays can provide a great opportunity for students to direct their studying in an independent manner. It is also an opportunity for longer tasks to be undertaken. A few examples of this include: reading a novel, collecting data, carrying out surveys, conducting experiments, and research. Reading should be a regular habit among our students and this should continue at all times. Teachers may recommend reading over the holiday periods.

For Pre, CP and IB Diploma students, holiday periods are an effective time to consolidate, reflect, revise and complete internal or external assessments. As these students are aware of significant due dates in advance, they may choose to complete assessments during holiday time and teachers may set tasks to help prepare them for major assessments.

Students will be expected to revise and study for mock and official examinations which fall after holiday periods.

If students are absent for extended periods, they should use Managebac to keep up to date with additional tasks set, as their situation may allow. On return to school, if appropriate, the teacher should develop a catch up plan to ensure continuity in their education.

