



Homework Policy (HHKCS-2.1.2)

Last updated (by): 20 September 24 (MLA&CKW)

1. Purpose of homework

Students	<ul style="list-style-type: none">● Consolidate knowledge, skills and values. Students study for the sake of application, putting into practice what they have learned.● Enhance understanding of the day's learning content, extend learning on related topics, and construct knowledge.● Understand their own learning progress and difficulties, learn to take responsibilities and actively seek solutions to problems.
Teachers	<ul style="list-style-type: none">● Assign high-quality homework in line with the day's teaching objectives and assess students' mastery.● Understand students' learning progress and difficulties, review teaching effectiveness, and adjust teaching plans and strategies based on student performance.● Provide students with timely and effective written feedback and provide appropriate guidance for students with learning differences.● Providing evidence-based data for giving awards and as one of the references for determining 'Learning attitude' Grade of different subjects.
Parents	<ul style="list-style-type: none">● Let parents understand their children's learning progress, characteristics, and provide timely support.● Let parents understand the requirements of school curriculum and cooperate with school.

2. School's expectations for homework assignments

Teachers	<ul style="list-style-type: none">● Core subjects such as Chinese, English and Mathematics must deliver an appropriate amount of homework every day. Students should take at least 40 minutes to complete all homework given by different subjects. (The higher the grade, the more homework).● The quality of homework design is more important than the quantity. After teachers complete the day's teaching, they need to assign meaningful homework according to the teaching objectives to consolidate students' learning outcome.● The difficulty of homework needs to be higher for higher grades, and high-order questions should be gradually integrated into the homework and marked with "★".● Teachers should mark students' assignments carefully and provide timely written feedback on their assignments, which provides rich sources for peer learning and assignment inspections conducted by subject heads to enhance
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	<p>teachers' professionalism.</p> <ul style="list-style-type: none">● Subject teachers should avoid delivering excessive homework to a class in the same day.● Train students to preview the difficulty of different homework and proactively solve the problems.● Nurture students to use public computers honestly, and the positive learning attitude of proactively seeking help from subject teachers through TEAMS.● During long holidays, teachers need to give students an appropriate amount of homework.
Teaching assistant	<ul style="list-style-type: none">● Primary teaching assistants provides homework support Understand the homework requirements assigned by teachers in class and provide academic support to students when necessary.● Teaching assistant in Primary school should ask students to think about ★difficult homework first during the homework support time. If students fail to grasp the answers, you can guide students to think instead of directly telling the answers or copying classmates.● Master teaching and learning strategies, prepare for future class observations, and provide excellent role models for peers.

3. The principles of homework

3.1 Pre-lesson preparation

Encourage students to do preparation before learning a new topic to enable students to grasp the learning foci and understand concepts during lessons.

3.2 Consolidate learning outcome

Arrange assignments that are aligned with the learning objectives, so that students can extend their learning outside the classroom and make good use of their learning time.

3.3 Take care of student diversity

Curriculum is designed according to the school's curriculum and school-based differentiated framework of knowledge and skills with clear learning goals, to support students learn at different levels and cater for learner diversity.

3.4 Work in line with multiple intelligences learning, teaching and assessment

Besides written assignments, teachers are encouraged to design different types and modes of assignments, such as oral presentation, literature creation, model design, etc., along with different learning activities and assessments, to boost students' learning motivation and develop multiple abilities.

3.5 Nurture students' self-directed learning skills

Encourage students to make good use of learning resources, such as computers, libraries and dictionaries, etc., to consolidate their foundation of learning, thus improving learning effectiveness.

4. Format of Homework

4.1 Diversification

Different types and modes of homework are used to stimulate students' learning motivation, and students' thinking, and creative abilities are cultivated by providing interesting and challenging assignments, such



as experiments, enquiry studies and creative writing.

4.2 Related to daily life

Select scenarios and topics that are familiar to students and connect classroom learning with students' daily lives to help enhance their interest in learning.

4.3 Pay attention to thinking ability and creativity

Homework is designed to help improve students' thinking skills and creativity, and to enhance their in-depth understanding of specific topics.

4.4 Use different learning resources

Teach students to make good use of different learning resources, such as libraries, the Internet and e-learning platforms.

4.5 Flexible and targeted

The same design can be equipped with different requirements and can be arranged flexibly to take care of students' different learning abilities and characteristics.

4.6 Recite appropriately and meaningfully

Appropriately select meaningful recitation materials, such as poems and good sentences to nurture students' understanding and appreciation of literature, thereby strengthening their language foundation.

5. Homework records

5.1 Subject teachers must write clearly the detail of homework given to students (including its name, type, page and question numbers of textbook/workbook, and due date) on the homework whiteboard and teaching assistants should record it in the Class Diary on the same day.

5.2 Homeroom teacher and TA must attend homeroom and homework collection period (8:15-8:30) together as required by the Deputy Head (Academic) to handle homeroom affairs.

5.3 Homeroom teacher and TA must regularly check student handbooks to ensure that students use the handbook effectively. Students who lose their student handbook must buy a new one from the General Office.

5.4 Homeroom teachers must record the date and type of homework that students have not submitted in their handbook, remind students with frequent homework non-submission, and meet their parents if necessary.

5.5 Subject heads and curriculum leaders will arrange lesson observation to check whether the assignments teachers assigned are in line with the learning objectives and conduct assignment inspection to review whether the teachers' marking is up to standard.

6. Guidance and feedback to students

6.1 Before assigning homework to students, teachers should reserve enough time to provide adequate guidance and explanations for students to ensure every student understands their requirements and how to complete the homework.

6.2 Teachers should try their best to encourage students to complete their homework. If students often fail to complete their homework, the homeroom teacher, TA, subject teachers, pastoral leaders and social workers should find out the underlying reasons and allocate resources to help them overcome difficulties in order to complete their homework.

6.3 Teachers should give students specific and constructive feedback to help them understand their strengths and weaknesses, and how to improve their learning performance and enhance learning effectiveness.

6.4 Besides giving marks, ratings and comments, feedback can be provided in the form of specific



and clear suggestions. Subject teachers should encourage and appreciate students more often, recognize their efforts on improving learning, and encourage them to try to solve problems with creativity to boost their learning motivation and develop self-confidence.

7. Homework follow-up process

7.1 Homeroom teacher and TA should set up class rules during the first week of school, one of which should be to let students understand the importance of handing in all their homework on time.

7.2 Homeroom teacher and TA should set up a role for each student within two weeks after the start of the school and select adequate subject student leaders as well as monitors or monitresses to assist in collection and distribution of homework and handling class affairs.

7.3 Subject student leaders should collect homework every day during homeroom and homework collection period (08:15-08:30), record accurately on homework submission sheets and report to the TA who fills in the class diary. TA should assign homework leaders who are responsible for filling in the class diary on condition they must be guided and trained beforehand. TA should take a photo of relevant page of the class diary before end of school and send it to the designated WeChat group on the same day for all boarding academic support staff and subject heads' reference. Please record the details carefully and clearly.

7.4 Forgetting to bring homework to school or failing to complete the homework are regarded as non-submission.

7.5 After subject student leaders have collected the homework, whether all students have handed in their homework or not, they must put it neatly on the teacher's desk in the classroom for subject teachers to check and collect. If the subject teacher discovers that although some students have submitted their homework, the work is sloppy, the subject teacher can still record in their student handbooks as non-submission.

7.6 Students have done their homework

- The subject student leaders report to the TA or homework leaders, then record in the class diary and put a "✓" to symbolize submission.
- After the subject student leaders inform the TA, the homework place on the teacher's desk in the classroom for subject teachers' collection.

7.7 Students who have not handed in all their homework

- The subject student leaders report to the TA or homework leaders, then record their names in the class diary.
- If students fail to submit or forget to bring the homework to school, they must notify the student subject leaders and present their handbook to the homeroom teacher, who should record their non-submission.
- No matter how much homework the students fail to submit or forget to bring on a certain day, they will be recorded as non-submission once, but the homeroom teacher should record the non-submission items in detail in their student handbook and the TA should make in detail in the class diary.
- After the subject student leaders have informed the TA, they can put the homework on the teacher's desk in the classroom for subject teachers' collection.
- When a subject teacher arrives in the classroom and check the homework and discovers that some students fail to submit homework or forget to bring their homework to school, he should urge the students to complete it or bring it back. If necessary, he can arrange students to



complete it during breaks or after lunch, or even inform his parents to pay attention to his assignment submission through emails.

- If subject teachers think that some students' homework is not up to standard as expected, or the students did not complete their homework seriously, they should mark "non-submission" in their student handbooks.
- **** Primary subject teachers can enter the classroom during homework support time to follow up students' homework.

8. Homework Submission Award

8.1 Students who have completed all assignments (or only one-time non-submission of homework) in each semester will be given a Homework Submission Award to be presented during the Parent-Teacher Conference together with their Assessment Report(s).

8.2 There is No limit to the number of Homework Submission Award for each class.

9. Academic Sanction

Times of non-submission of homework is counted per semester. If a student often fails to submit his homework or forget to bring his homework, his learning attitude of relevant subjects and the Harrow core value of Honour in overall conduct will be downgraded.

Steps	Students often fail to submit homework	Teacher in charge	Times
1	If a student fails to submit his homework for 3 times, the homeroom teacher will notify his parents by phone and notify them by email for written records. Parents will be asked to sign the student handbook.	Homeroom Teacher Teaching Assistant (by Phone and email)	3
2	If a student fails to submit his homework for 8 times, the homeroom teacher will make a phone call with the parents and notify them by email for written records. Parents will be asked to sign the student handbook.	Homeroom Teacher Teaching Assistant Subject Teachers Pastoral Leader (meeting)	8
3	If a student fails to submit his homework for 12 times, the homeroom teacher will make a phone call to arrange a meeting with the parents at school, where the Deputy Head (Academic) will give a verbal warning to the student.	Counsellor Curriculum Leaders Deputy Head (Academic) (meeting, verbal warning)	12
4	If a student fails to submit his homework for 15 times, the homeroom teacher will make a phone call to arrange a meeting with the parents at school, where the Deputy Head (Academic) will give a verbal warning to the student.	Deputy Head (Academic) (meeting, written warning)	15

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