HOMEWORK POLICY

Reviewed:	June 2025
Next Review Due:	June 2026
Applies To:	Whole School
Owner:	Deputy Head of School
Approved By:	Board of Directors

Mission, Vision and Values

Mission
To inspire our children to reach their full potential by fostering curiosity and an interest in learning, awakening their minds and illuminating their world.

Vision
To create an affordable international secondary school with a high standard of education where children learn through practical and project-based work. To develop our students' moral and intellectual capacity, and to encourage creativity and adaptability.

Aim
An education that is broad, balanced and challenging, with an emphasis on developing strong connections to our host country, Uganda.

Values
Desire for lifelong learning; an ability to adapt; be innovative and reflective thinkers; open minded, and empathetic while achieving high academic success according to individual potential.

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1. Policy Statement

At 7Hills International School (7Hills), homework and independent study are viewed as important extensions of classroom learning. Effective homework supports students in developing independence, organisation, responsibility, resilience and self-discipline, while also reinforcing and extending the knowledge, understanding and skills developed during lessons.

We believe that homework should be meaningful, purposeful and appropriately challenging. It should support learning without becoming unnecessarily burdensome or detrimental to student wellbeing, family life or participation in co-curricular activities.

As a school that values holistic development, wellbeing and balance, 7Hills recognises that students benefit from opportunities beyond academic study, including physical activity, family interaction, creativity, rest and participation in the wider life of the school community.

Homework at 7Hills should therefore:

- reinforce and deepen classroom learning
- develop independent learning habits
- encourage curiosity and wider reading
- support revision and long-term retention
- prepare students for future learning
- promote effective time management and organisation
- encourage personal responsibility and academic integrity

The school recognises that the quality and relevance of homework are significantly more important than the quantity of work assigned.

2. Guiding Principles

Homework and independent study at 7Hills are guided by the following principles:

- **Purposeful -** Homework should have a clear educational purpose linked to curriculum learning, skill development or preparation for future study.
- **Balanced -** Homework expectations should remain manageable and age-appropriate, recognising students' wider commitments, wellbeing and developmental needs.
- **Consistent -** Departments should ensure homework is planned thoughtfully and assigned consistently across year groups and subjects.
- **Accessible -** Tasks should be appropriately scaffolded and achievable for all students, including students requiring additional support.
- **Independent -** Homework should encourage students to develop ownership of their learning and build habits that support long-term academic success.
- **Reflective -** Homework should support reflection, revision, retrieval practice and the development of deeper understanding over time.

3. The Purpose of Homework

Homework may be used to:

- consolidate classroom learning
- prepare students for future lessons

- develop independent study habits
- practice key skills and concepts
- support retrieval practice and revision
- encourage wider reading and research
- develop creativity and problem-solving
- complete coursework or project tasks
- support examination preparation
- strengthen communication between home and school

Homework should not simply be set for the sake of setting homework.

4. Types of Homework

Homework at 7Hills may take a variety of forms depending on the subject, age of students and learning objectives. Examples may include:

- retrieval and revision activities
- structured practice questions
- vocabulary learning
- reading and annotation
- research and enquiry tasks
- preparation for future lessons
- coursework and project development
- extended writing tasks
- creative responses
- presentations
- reflection and self-assessment
- practical preparation or rehearsal
- online learning activities

Departments are encouraged to provide varied and engaging homework tasks where appropriate.

5. Homework Expectations by Key Stage

Homework expectations should support progression towards increasingly independent learning as students move through the school.

The timings below are intended as guidance rather than rigid limits, recognising that some students may work at different speeds depending on task type and individual needs.

5.1 IMYC (Years 7–9)

Homework in Years 7–9 should focus on building strong study habits, organisation, independence and responsibility while maintaining a healthy balance between school, wellbeing and co-curricular participation. Homework tasks should generally:

- reinforce classroom learning
- support literacy and numeracy development
- encourage reading and enquiry

- develop retrieval and revision habits
- remain manageable and clearly structured

Approximate expectations:

Year	Approximate Homework Time
Year 7	30–45 minutes per evening
Year 8	45–60 minutes per evening
Year 9	60–75 minutes per evening

Homework may include a mixture of:

- core subject homework
- vocabulary and retrieval practice
- reading
- project preparation
- interdisciplinary IMYC tasks
- revision and consolidation activities

Longer project-style tasks should be broken into manageable stages with clear deadlines.

Subject homework allocation

Subject/Year Group	Year 7	Year 8	Year 9
Core Subjects (English, Mathematics, Science)	**Term 1** - once a week	Twice a week	Twice a week
	Terms 2 & 3 - twice a week		
Humanities & Computing	**Term 1** - once biweekly	Twice a week	Twice a week
	Terms 2 & 3 - once a week		
Other Subjects	Once biweekly	Once a week	Once a week

Homework Expectations

- Homework should normally be set at least 48 hours before the due date.
- No more than two substantial homework tasks should be due on the same day.
- Homework should be recorded on the school's learning platform to enable students and families to plan effectively.
- Reading should be encouraged across all year groups as part of students' independent learning.

- Teachers should coordinate major homework tasks and assessments to avoid unnecessary clustering of deadlines.
- Where appropriate, homework should include retrieval practice, revision, self-quizzing and reflection to develop effective learning habits in preparation for IGCSE.

5.2 IGCSE / KS4 (Years 10–11)

Homework in Years 10 and 11 plays an important role in preparing students for the academic expectations of IGCSE study and examination success. Homework should increasingly promote:

- independent study
- revision habits
- academic organisation
- exam technique
- sustained focus and resilience

Approximate expectations:

Year	Approximate Homework Time
Year 10	90–120 minutes per evening
Year 11	120–150 minutes per evening

Homework may include:

- exam-style questions
- coursework development
- retrieval and revision tasks
- wider reading and research
- independent note-making
- practice essays and extended responses
- subject-specific revision activities

Subject homework/assignment allocation

Subject/Year Group	Year 10	Year 11
Core Subjects (English, Mathematics, Science)	Twice -Thrice a week *Sciences (1-2 times per individual science)	Twice -Thrice a week *Sciences (1-2 times per individual science)
Humanities	Twice a week	Twice a week

Languages	Twice a week	Twice a week
Creative/Practical Subjects	As required for portfolio or practice progress	As required for portfolio or practice progress

Sample Homework Timetable

Day	Homework Set	Due Date	Estimated Time
Monday	Mathematics problem set Spanish vocabulary practice	**Wednesday**	60–75 min
Tuesday	Biology exam questions English Literature reading/annotation	**Thursday**	60–75 min
Wednesday	Chemistry calculations Business case study	**Friday**	60–75 min
Thursday	English Language writing task Geography source analysis	**Monday**	60–90 min
Friday	Physics retrieval quiz and revision Independent reading or revision planning	**Tuesday**	30–45 min
Weekend	Long-term coursework, project work or mock exam revision (if applicable)	As scheduled	2–3 hours across the weekend

Homework Expectations

- No more than two substantial homework tasks due on any one day.
- Homework should generally be set at least 48 hours before the due date.
- Major assessments, essays, or coursework deadlines should be published at least two weeks in advance.

- Friday homework should focus on revision, reading, or longer-term projects, avoiding large tasks due on Monday where possible.
- Departments should coordinate through a shared homework calendar to prevent clustering of deadlines.

Homework during assessment periods

In the weeks before mock examinations:

- Reduction of routine homework.
- Prioritisation of revision schedules.
- No assignment of coursework deadlines during mock exams where possible.

5.3 A Level / KS5 (Years 12–13)

Sixth Form students are expected to demonstrate increasing independence, maturity and ownership of their learning.

Independent study is considered an essential part of academic success at A Level and preparation for university or future pathways.

Students should expect homework at A Level to increasingly promote::

- Regular independent study beyond classroom teaching
- Longer-term assignments and deadlines
- Independent research and wider reading.
- Critical thinking, analysis and evaluation.
- Application of knowledge to unfamiliar contexts.
- Examination-style practice and retrieval of prior learning.
- Reflection on assessment feedback and target setting.
- Development of effective study routines and time management.
- Preparation for lessons through pre-reading and research.

Homework should be purposeful, academically rigorous and designed to deepen understanding rather than simply increase workload. Students are expected to manage longer-term assignments by planning their work over several weeks, meeting interim milestones where appropriate.

Approximate expectations:

Year	Approximate Homework Time	Suggested Independent Overall Study Time
Year 12	2–3 hours per subject per week	4-5 hours per subject per week
Year 13	3–4 hours per subject per week	5-7 per subject per week

Subject homework/assignment allocation

Subject/Year Group	Year 12 (AS/A Level)	Year 13 (A Level)
Each A Level Subject	Three homework/independent study tasks per week	Three to four homework/independent study tasks per week
Independent Reading & Research	Minimum 1 hour per subject per week	Minimum 1–2 hours per subject per week
Examination Preparation	Regular retrieval practice and exam questions	Frequent timed exam practice and revision

Homework Expectations

- Homework should normally be set with at least 3–5 days before the deadline, unless it is a short preparatory task.
- Students should expect to complete a mixture of:
  - Examination questions
  - Essays and extended writing
  - Problem-solving activities
  - Practical write-ups (where applicable)
  - Wider reading and article reviews
  - Independent research
  - Retrieval and revision activities
- Teachers should coordinate major assessment deadlines where possible to maintain a balanced workload.
- Students should maintain an organised study schedule, reviewing previous learning regularly rather than relying solely on revision before assessments.
- Independent study periods should be used purposefully to extend classroom learning, complete homework, and develop the self-directed learning skills required for higher education.

6. Reading Expectations

Reading forms an essential part of academic success and long-term learning development across all year groups. Students are encouraged to engage regularly with:

- fiction and non-fiction texts
- subject-specific reading
- current affairs and global issues
- academic articles and enrichment materials

At IMYC level, regular reading should form part of students' weekly routines both within and beyond homework expectations. The school encourages parents to support reading habits at home and promote reading as a positive lifelong activity.

7. Setting Homework

Homework should be:

- clearly explained
- appropriately resourced
- realistically achievable
- linked to curriculum learning
- set with reasonable deadlines

Teachers should:

- provide clear instructions and success criteria
- ensure students understand expectations
- avoid excessive or repetitive tasks
- consider overall student workload
- provide sufficient completion time
- communicate homework through approved school systems

Homework should not normally be set with overnight deadlines unless exceptional circumstances apply. Where longer projects are assigned, staged deadlines and interim checkpoints should be used where appropriate.

8. Recording and Communication of Homework

Homework should be communicated clearly using approved school systems and platforms.
At 7Hills, homework may be communicated through:

- Google Classroom
- student planners
- teacher communication systems

Students are responsible for recording homework appropriately and checking relevant platforms regularly.

Parents are encouraged to monitor homework routines and support students in developing organisation and time-management skills.

9. Feedback and Assessment

Homework should receive timely and meaningful feedback that supports students' progress and informs future learning. Feedback should enable students to identify their strengths, understand misconceptions, and know the next steps in improving their work. Teachers should use a range of feedback approaches appropriate to the learning objective and the nature of the task, recognising that not all homework requires detailed written marking.

Feedback may include:

- Whole-class feedback addressing common strengths and misconceptions.
- Verbal feedback during lessons.
- Self-assessment and peer assessment against success criteria or mark schemes.
- Automated feedback through digital learning platforms where appropriate.
- Teacher-written comments on selected pieces of work.
- Review of homework through retrieval activities, discussion or modelling of high-quality responses.

Homework should be acknowledged and reviewed regularly to reinforce its value and maintain student accountability. Where appropriate, students should be given dedicated time to reflect on feedback, correct errors, improve their work, and act upon identified targets. This process of "feedback, reflection and improvement" is considered an integral part of the learning cycle.

Teachers should exercise professional judgement to ensure that the time invested in marking provides maximum impact on student learning, in line with the school's Assessment and Feedback Policy.

Not every homework task requires detailed written marking. However, students should understand the purpose and value of the work completed. Homework outcomes may also inform future teaching, intervention or revision planning.

10. Academic Integrity and Use of Artificial Intelligence

Students are expected to complete homework honestly and in accordance with the school's Academic Integrity expectations.

Homework should represent the student's own understanding, effort and thinking unless collaboration has been specifically authorised.

The use of generative artificial intelligence (AI) tools must comply with the school's Acceptable Use Policy and Academic Integrity expectations.

Students may use AI tools:

- for research support
- vocabulary clarification
- revision support
- brainstorming ideas
- organisational assistance

Students must not:

- submit AI-generated work as their own
- use AI to bypass learning
- generate essays or assignments dishonestly
- misuse AI during assessed coursework or examinations

Teachers may require students to explain, discuss or demonstrate understanding of submitted work.

11. Supporting Students with Homework

7Hills recognises that some students may require additional support to manage homework effectively. Support strategies may include:

- differentiated or scaffolded tasks
- extended deadlines where appropriate
- homework support sessions
- teacher guidance and clarification
- wellbeing and workload monitoring
- support for SEND or EAL students
- access to school facilities or resources

Where students experience ongoing difficulties with homework completion, the school will work collaboratively with families to identify appropriate support strategies.

12. Role of Students

Students are expected to:

- complete homework to the best of their ability
- meet deadlines
- communicate proactively if difficulties arise
- organise their time effectively
- seek clarification where needed
- produce work of an appropriate standard
- uphold academic integrity expectations

Students should increasingly develop independence and ownership of their learning as they progress through the school.

13. Role of Parents and Carers

Parents and carers play an important role in supporting positive homework routines and independent study habits. Parents are encouraged to:

- provide a suitable environment for study
- encourage organisation and time management
- discuss learning positively
- support reading habits
- communicate concerns where appropriate

- encourage balance and wellbeing

Parents are not expected to complete homework on behalf of students. The school recognises that family circumstances and access to resources may vary and aims to work supportively with families where difficulties arise.

14. Role of Teachers

Teachers are responsible for:

- setting purposeful and appropriately challenging homework
- communicating expectations clearly
- considering workload and balance
- supporting students appropriately
- monitoring completion and engagement
- using homework to support learning progression

Departments should ensure consistency in homework expectations within subject areas.

15. Monitoring and Review

Homework practices will be monitored through:

- student voice
- parent feedback
- work scrutiny
- departmental review
- curriculum leadership processes
- wellbeing and workload monitoring

The school recognises that effective homework practice should evolve in response to student needs, educational research and curriculum developments.

This policy will be reviewed annually by the Senior Leadership Team.

16. Related Policies

This policy should be read alongside:

- Teaching and Learning Policy
- Assessment and Feedback Policy
- Academic Integrity Policy
- Acceptable Use Policy
- SEND and Inclusion Policy
- Behaviour and Conduct Policy
- Parent Partnership and Home–School Communication Policy

17. Distribution and Access

This policy is available to staff, students and parents through the school website and internal communication systems. Printed copies may be requested from reception.

This revised policy has been informed by previous 7Hills and comparative international school homework policies.