



Homework Policy

Reviewed in June 2024

JSSPS Vision Statement on Wellbeing

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is “**everyone’s business**” across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

JSSPS Vision Statement on Inclusion

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a ***true belief in and understanding of the value of diversity and inclusion.*** Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

- Delivering services in a culturally sensitive manner.
- Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
- Integrating diversity into strategies, decisions, and teaching-learning processes.
- Aligning diversity and inclusion efforts with strategic imperatives.
- Increasing effectiveness and accountability of efforts by developing measurable goals.

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1. INTRODUCTION

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of JSS Private School staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence. Homework grades are modified based on students' individual needs.

2. AIMS AND OBJECTIVES

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of JSS Private School to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.

- Practicing skills learnt in class and to follow classroom instruction.
- Preview assignments to prepare for subsequent lessons.
- Extension assignments to transfer new skills or concepts to new situations
- Creative activities to integrate many skills toward the production of a response or product that advances 21 century skills and dispositions (e.g., critical thinking, cooperation, conflict resolution, communication skills, honesty and integrity, open-mindedness, diversity and inclusion, critical media literacy, creativity, independent learning, responsible decision making).
- Engaging students with purposeful and relevant content. Work that encourages authentic and organic forms of learning that relate to students interests and needs.

3. ROLES AND RESPONSIBILITIES

3.1 Senior Leadership Team

- Include the homework policy in all teacher, parent and student handbooks.
- Require teachers to communicate homework policy to students and parents.
- Make certain that teachers are implementing the homework policy consistently and uniformly.
- Assist teachers, when necessary, in implementing the homework policy.
- Observe use of homework during classroom visits.
- Review homework samples and assignments periodically.
- Give suggestions to teachers, when necessary, on how assignments could be improved.
- Develop homework incentive programs/practices with teachers and parents to assist and enhance homework completion.

3.2 Teachers

- Assign relevant, challenging and meaningful homework that reinforces classroom learning.
- Review, discuss and return, if collected, homework in a timely manner.
- Whenever possible, communicate and coordinate assignments with co-teachers so that students do not receive an overload of homework.

- Explain homework assignments to the students prior to the assignment. Teachers shall communicate homework assignments in at least one of the following ways: upload homework on MS Teams, write assignment on the board, require students to record it, and/or make available through emails. The use of a variety of strategies is encouraged.
- The teacher will (also) consider a student's Individualized Education Plan in regards to homework.
- Teach techniques that can help students allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Identify the access that students will have to materials for projects and other homework assignments – taking into account affordability, resource materials from the library media centre, assistance and support opportunities, and technology resources.
- Communicate with parents to inform
 - about homework expectations, policies, and procedures.
 - which homework influences the student's overall grades.
 - which parents can best assist their children in doing homework independently.
 - the earliest possible opportunity once the student has demonstrated consistent inability to complete homework.

3.3 Parents

- Set a regular, uninterrupted study time each day.
- Monitor student's organization and daily list of assignments in their agenda.
- Support students to understand and reflect on work assigned and complete the same meaningfully.
- Be supportive when the student gets frustrated with difficult assignments.
- Contact the respective teacher to stay well informed about the student's learning process.
- Provide a quiet, well-lit study area and basic materials for homework completion.
- Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Monitor time management and productivity.
- Review school provided materials.
- Communicate with teachers at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework. If necessary, parents shall attempt to reach accommodation with their child's teachers regarding homework.
- Contact the grade level supervisor, vice principal and then the principal if a solution cannot be reached with a teacher regarding homework.

3.4 Students

- Seek clarification from teachers when unclear about homework.
- Clarify misconceptions or muddy points with teachers before the date of submission.
- Set aside a regular time for studying.
- Find a quiet, well-lit study area.

- Work on homework independently whenever possible, so that it reflects student ability.
- Produce quality work and complete homework as assigned.
- Make sure assignments are done according to the given instructions and completed on time.
- Record homework when assigned in class by the teacher.
- Use class time provided for completing classwork and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.

4. PROCEDURES AND PROCESS

School homework may be given Monday through Friday. Weekends and holidays are primarily reserved for family time. Students may elect to use the weekends to review materials, make up work, complete projects, and enjoy recreational reading. Assignments shall be designed so that the typical student can complete all homework, including time for studying and preparing for exams, in the average minutes shown.

5. TIME AND SCHEDULE

Grade	Time allotted (Daily)	Submission
Kindergarten	20 minutes	5 days
1 – 2	30 minutes	5 days
3 – 4	45 minutes	4 days
5 – 6	1½ hrs	3 days
7 – 8	2 hrs	2 days
9 -12	3 hrs	2 days

A homework timetable is published at the start of the academic year which ensures a fair distribution between subjects and a reasonable time allocation for students. Students should be given at least two nights to complete homework task except mathematics which calls for a daily practice.

5.1 The Lower primary school schedule is as follows.

Sr. No	Day	Subject
1	Monday	Hindi/French
2	Tuesday	Mathematics
3	Wednesday	MSCs
4	Thursday	EVS

5	Friday	English & Arabic
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5.2 The Upper Primary school schedule is as follows.

Sr. No	Day	Subject
1	Monday	Spellings
2	Tuesday	Social Science (CBSE and MSCs) & Hindi/French
3	Wednesday	EVS
4	Thursday	Mathematics
5.	Weekly once	Arabic
6.	Friday	English

5.3 The Middle school schedule is as follows.

Sr. No	Day	Subject
1	Monday	English & Mathematics
2	Tuesday	Hindi/French & Arabic
3	Wednesday	Science & Computer Science
4	Thursday	English & Mathematics
5	Friday	Sst/MEP/Islamic studies

We expect children to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or pen. The homework time duration will vary depending on the Grades / Phases (For upper primary, Phase 3 and phase 4 there will be weekend revision worksheets to solve).

Students taking an extra class should expect to exceed the daily minutes in a proportional manner. For an accelerated course designed to be equivalent to a course at a more advanced grade level, students should expect homework for that class to be consistent with a time expectation for the higher grade level.

In addition, students shall be encouraged to allot time to read for pleasure. Reading for pleasure and music practice times are not included in the time parameters shown. Actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. If your child is spending an inordinate amount of time doing homework, you should contact your ward's teacher.

6. LATE WORK POLICIES

Students are expected to turn work in on time. Students who turn in late assignments on a consistent basis will receive any of the following based upon individual teacher discretion or grade level policy.

- Communication with parents.
- Black points in the class.
- Lunch Detention.

Students who miss homework because of an absence will receive the opportunity to make up missed work. Students are given one calendar day for each day absent plus one extra day to turn in their work. It's the students' responsibility to get the work missed due to illness or absence.

7. MAJOR PROJECTS

Major Projects include research reports, book reports, major essays, and other assignments teachers designate as major projects. Work on these projects may exceed the maximum minutes per night (i.e 2 hrs).

8. LUNCH DETENTION

Failure to complete homework on-time for class will result in an immediate lunch detention. If a student does not have the homework completed for a class that meets before lunch, they will be assigned a lunch detention to complete that homework while they are eating. If they did not complete homework for a class that meets after lunch, they will be assigned a lunch detention for the next school day. Lunch detention takes place in a classroom that is supervised by a teacher. If a student receives more than one lunch detention, a letter will be sent home to parents alerting them of their child's behavior.

9. SUMMARY

Homework is a vital part of the learning process. It is an integral part of the total learning experience; enhancing learning, improving attainment, developing organisational skills, promoting independent learning and developing the good study habits that are essential for examination success. Regular reference and effective implementation of this policy will ensure the realization of its aims and objectives and contribute towards making the JSS learning process part of a complete and comprehensive educational program. The policy officially documents and communicates the process and the timeline for homework. This policy outlines

the roles and expectations of staff, pupils and parents/carers necessary to ensure the benefits from homework are maximised.

Reviewed and approved by SD/-

Mr. Govindrao Naik

Chief Executive Officer
Date: 20/06/2024

Mrs Chitra Sharma

Principal

10. REVIEW OF POLICY

The Homework policy will be reviewed by SLT on an annual basis.

Policy Details	
Version date	May 2021
Last review	June 2024
Next Review	June 2025
Responsible SLT	Ms. Geraldine Natasha Fernandez