



Homework Policy

2026/27

AIM: (final result we are aiming to achieve):

This policy aims to set out clear guidelines for Primary and Secondary teachers to ensure they set homework following the school's ethos and guidelines. It allows parents and students to know what to expect with regards to homework, and allows teachers to utilise homework to best benefit the students and their learning.

RATIONALE: (The reason for which this policy has been written)

Homework should always be set with the intention of extending the students' knowledge and/or skills and aiding progress in their studies. Homework should always be linked to the curriculum and classwork. Setting a homework task which is to 'finish off classwork' is not befitting of the EC ethos and therefore should not be done. This policy is therefore to ensure that students get the right amount of homework, appropriate to their age. While it is set with the clear objective to further a child's academic growth, while considering their well being.

GUIDELINES: (The principles/instructions/steps of the policy)

Primary School

- Homework in Primary School is only set for the Year 6 age group starting with SPARX which is a maths platform in Term 1 and then an English task is added from term 2 of the school year.

Faculty	Frequency of HW	Minutes of HW to expect
Maths	Year 6 - once a week	1 hour per week
English	Year 6 - once a week	1 hour per week

- Homework is not set by FS to Year 5 classroom teachers in the Primary school, other than to learn the weekly spellings. However it is expected that students read the provided 'Readers' or library books at home each day.
- In order to support parents with learning at home, Home Learning sites have been set up for all year groups to support the learning objectives being covered each term. This is an



optional site and not compulsory. These sites are updated each term and parents have the opportunity to complete the optional homework.

- Learning objectives are shared on the weekly newsletter.
- Students in Years 1 to 6 can also access some of the following digital learning platforms depending on their year group: SPARX; Epic; TTRockstars, Developing Experts and Spelling Shed. These platforms are personalised to each student's learning level.
- Arabic and Islamic teachers may set homework tasks when required.

Secondary School Homework

At The English College, homework is designed to extend learning beyond the classroom, strengthen long-term memory, develop independent learning habits and prepare students for future assessments and examinations. All homework should be purposeful, manageable and meaningful.

The EC Homework Model

Homework should have a clear purpose and fall into one of three categories:

Type	Purpose	Examples
Retrieve	Recall knowledge and move learning into long-term memory	Retrieval quizzes, flashcards, knowledge checks, vocabulary review
Practice	Apply and strengthen new learning	Practice questions, structured tasks, extended writing, skill rehearsal
Prepare	Develop examination skills and future learning	Exam-style questions, past papers, pre-reading, revision tasks

Homework Quality Expectations

Effective homework should be purposeful, manageable and clearly linked to curriculum learning. Homework should support students in retrieving knowledge, practising skills or preparing for future learning and should never be set simply for the sake of setting homework.

Before setting homework, teachers should ensure that students understand what they are being asked to do, why they are doing it and what success will look like. Homework should build upon learning that has taken place in the classroom and be accessible for students to complete independently. Where appropriate, teachers should provide examples, models or scaffolds to support successful completion. High-quality homework should reinforce learning, develop independent study habits and contribute positively to student progress.

Feedback and Follow-Up

Homework should form part of the learning process and should therefore be acknowledged and followed up appropriately. The method of follow-up may vary depending on the nature of the task and the age of the students.



THE ENGLISH COLLEGE
D U B A I

PART OF
iSP
International
Schools
Partnership

Follow-up may include teacher marking, whole-class feedback, self-assessment, peer assessment, discussion in class, retrieval activities or automated feedback from online platforms. Students should be given opportunities to reflect on their work, address misconceptions and understand how the homework has contributed to their learning.

The expectation is not that every piece of homework receives written feedback, but that all homework is valued, acknowledged and used to inform future learning.

Setting Homework: Google Classroom

Google Classroom is the central platform for homework communication across the Secondary School. All homework must be posted on Google Classroom as an assignment. Where external platforms are used (e.g. Sparx Maths, Tassomai, language platforms), teachers must also post the task, instructions and relevant links on Google Classroom to ensure consistency and avoid confusion.

Subject-Specific Approaches to Homework

Whilst the principles of effective homework are consistent across the school, the nature of homework will vary between subjects to reflect the knowledge, skills and habits required within each discipline. All homework should align with the EC Homework Model (Retrieve, Practice or Prepare) and support students in making progress within the curriculum. However, departments have the flexibility to design homework that best supports learning in their subject area.

For example:

- Mathematics may focus on practice questions, retrieval and personalised online learning.
- English may focus on reading, vocabulary development, extended writing and retrieval activities.
- Science may focus on retrieval practice, revision, practical preparation and exam-style questions.
- Humanities may focus on reading, research, knowledge retrieval and extended written responses.
- Modern Foreign Languages may focus on vocabulary acquisition, speaking practice, listening tasks and translation.
- Creative and Performing Arts may focus on rehearsal, portfolio development, practical preparation, research and creative development.
- Computing may focus on programming practice, project work and retrieval of key concepts.
- Physical Education may focus on reflection, performance analysis, training logs and theoretical understanding.

As students progress through the school, homework will become increasingly independent and subject-specialist in nature. This ensures that students develop the habits, knowledge and skills required for success within each discipline whilst maintaining a consistent whole-school approach to high-quality homework. Each faculty will communicate the specific homework approaches used within their subject area and ensure that tasks remain purposeful, manageable and aligned to curriculum outcomes.



THE ENGLISH COLLEGE
D U B A I

PART OF
iSP
International
Schools
Partnership

Frequency of Homework

Homework should be set regularly and at an appropriate frequency to support learning, taking into account the nature of the subject, curriculum requirements and the age of students. Whilst approaches may vary between subjects, students should experience regular opportunities to retrieve, practise and prepare learning beyond the classroom.

Key Stage 3

Homework will typically be set at least once per fortnight per subject, although some subjects may choose to set shorter, more frequent tasks.

The focus at KS3 is on:

- Establishing positive homework habits.
- Developing independent learning skills.
- Strengthening knowledge through retrieval and practice.

Key Stage 4

Homework will typically be set weekly in most subjects.

The focus at KS4 is on:

- Exam preparation.
- Deliberate practice.
- Retrieval and revision.
- Addressing misconceptions.

Key Stage 5

Students should expect to engage in independent study beyond every lesson, whether directed by their teacher or self-managed.

The focus at KS5 is on:

- Independent scholarship.
- Wider reading and research.
- Coursework preparation.
- Examination preparation.
- Supercurricular engagement.

The Year 7 Homework Project

The Year 7 Homework Project is designed to support students in their transition to secondary school and develop positive homework habits from the outset. Recognising that some students may have limited experience of independent homework, the project provides a structured, project-based approach that encourages curiosity, creativity and independent learning.



THE ENGLISH COLLEGE
D U B A I

PART OF
iSP
International
Schools
Partnership

Students complete a range of optional tasks linked to different curriculum areas, allowing them to explore their interests and take ownership of their learning. The project is not formally assessed; instead, students are recognised for their effort, engagement and commitment. The programme culminates in a Year 7 Expo, where students have the opportunity to showcase and celebrate their work with peers, staff and parents.

Supercurriculum

At The English College, we encourage students to embrace the Good Struggle by seeking opportunities to stretch themselves beyond the taught curriculum. The Supercurriculum provides students with opportunities to deepen their understanding of subjects, pursue their interests and develop intellectual curiosity through activities such as wider reading, research, podcasts, lectures, competitions and subject-specific enrichment.

Participation in the Supercurriculum is optional and is designed to complement, rather than replace, regular homework. It encourages students to think independently, make connections beyond the classroom and develop a genuine love of learning.

Whilst Supercurriculum opportunities are available throughout the school, they become increasingly important in Key Stage 5. As students begin to consider higher education and future career pathways, engagement with the Supercurriculum helps them develop subject expertise, demonstrate academic curiosity and prepare for the demands of university study and competitive applications. Through the Supercurriculum, students are encouraged to continually challenge themselves, embrace the Good Struggle and strive for excellence beyond the classroom.



THE ENGLISH COLLEGE
D U B A I

PART OF
iSP
International
Schools
Partnership

APPENDICES (Relevant links to other policies or documents)

Assessment recording and reporting policy

Year 7 Term 1 Homework Project

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Senior Leadership Team, approved by the Principal

Historical Record

Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	5/7/22	New policy	WSLT	7/5/23
1	4/7/23	Review	WSLT	4/7/24
2	20.6.24	Updated	WSLT	06/25
3	06/25	Updated with minor changes	WSLT	08/26
4	03/26	Updated with minor changes in the Primary section. Updated following LMU homework review in secondary	WSLT	08/27