



# The English School of Mongolia

ESM Sarguuli  
Bayanzurkh Duureg  
Ir Khoroo  
T + 979 (11) 451265

[www.esm.edu.mn](http://www.esm.edu.mn)

## The English School of Mongolia (ESM) Junior School

### Homework policy

At English School of Mongolia (ESM) we believe that students should view homework as a tool for improving academic success that enables them to practice skills independently and assists in their pursuit of lifelong learning and good study habits. Homework provides a meaningful continuity between learning in school and the home and helps parents to become part of the learning process of their children. Effective homework is formed through a synthesis of best practice, learning objectives, and an understanding of student needs. Homework should be differentiated according to the students' needs. Homework should achieve a combination of the following IB Learner Profile attributes:

Thinkers: enriching upcoming learning by inspiring inquiry and/or research into the taught curriculum

Knowledgeable: supporting the five approaches to learning skills (research, thinking, self- management, social and communication)

Reflective: providing opportunities for evaluation, extension and reinforcement Inquirer: encouraging life-long learning, and see learning in all parts of our lives

Consistent effort in these areas helps students to achieve their goals, brings them satisfaction and increases their self-esteem.

### Aims:

- Reinforce, support and extend classroom learning.
- Promote self-discipline, organization and effective study habits.
- Increase confidence and enjoyment of learning.
- Promote positive attitudes towards independent and life-long learning.
- Provide parents with insights into their child's development and learning experiences, and invite their involvement in an appropriate way.

### Implementation:

- All students *must have homework diaries*
- Homework activities should be interesting, challenging, and where appropriate, open-ended.
- Each task must be purposeful, meaningful, and relevant to the current classroom curriculum. No new material or topics will be set as homework.

### Homework tasks will consist mainly of:

- Independent reading, review, extension or application of tasks associated with classroom activities and curriculum areas.
- Collection of materials and/or information for class.
- Tasks such as continuation of classroom work, projects and assignments, essays and research.
- Student reflections related to the essential elements of the PYP.
- It is acceptable for teachers to assign unfinished classroom activities as homework tasks.

## **The role of the parent in PYP homework:**

*Parents/families should:*

- Provide a regular time and space for completing homework
- Promote independence in the homework process
- Avoid marking or correcting the submitted assignment
- Notify the teacher if the homework is not at the right level for their child (too easy, too difficult)
- Communicate with the relevant teacher upon their child's experiences and reactions towards their homework

### ***Daily reading at home***

*Reading skills* are developed through establishing a love of literature in a range of genres and forms. To support the overall language development, every student should read and/or be read to by his or her parents every day. Research shows that volume of reading is connected to attaining higher order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipelewski & Stanovich, 1992).

*Reading as homework for students with English as an additional language* should also include regular reading in the child's first/mother tongue language. Proficiency in the child's first language determines the success of any additional languages learned.

***Guidelines for homework by grade level (without the specialist teacher homework display):***

	<b>Daily independent reading</b>	<b>Daily homework tasks (English/Math/Science)</b>	<b>Unit of inquiry research</b>	<b>Unit of inquiry projects</b>	<b>Out of classroom activities</b>
<b>Grade 1</b>	10 minutes	Max. 10 minutes	-	Once in every UI	Once per month
<b>Grade 2</b>	10 minutes	Max. 15 minutes	-	Once in every UI	Once or twice per month
<b>Grade 3</b>	15 minutes	Max. 15 minutes	1 or 2 in every UI		Once or twice per month
<b>Grade 4</b>	15 minutes	Max. 15 minutes	Max. 2/3 times for each UI	1 or 2 in each UI	Once or twice per month
<b>Grade 5</b>	15 minutes	Max. 15 minutes	Max. 3 in each UI	1/2 in each UI	Once or twice per month

### **PYP Subject and Specialist Learning**

The homework approach is different for each specialist subject and/or support teaching (learning support and EAL), but it still follows the school and PYP homework philosophy. We expect **no** homework from the specialist teacher, unless these are EAL, MAL, and Mongolian. ***When any additional homework is set for these subjects, they are taken into account by the homeroom teacher, and the total homework from all subjects is kept within the daily maximum.***

**Total duration of daily homework (including specialist teacher tasks):**

Grade 1: max. 20 - 30 minutes

Grade 2: max. 25 - 35 minutes

Grade 3: max. 30 – 40 minutes

Grade 4: max. 30 – 40 minutes

Grade 5: max. 30 - 40 minutes

## **The Best Homework**

The most useful homework of all has little to do with textbooks and exercises, but it can be guaranteed to help children become better learners and happier human beings. This is some of the homework that we believe really makes a difference:

- Lots and lots of family conversation: storytelling, jokes, and discussions.
- Share bedtime stories
- Private reading in bed before the lights are out.
- Recognizing and applying mathematical concepts to everyday situations.
- Regular trips to the school or public library.
- Outings to all kinds of places of social, historical, or natural interest.
- The kind of imaginative play and inquiring (questioning) that comes natural to children of all ages.

## **Consequences for Non-completion of Homework**

To optimize access to learning for all ESM students, all student assignments/homework are required to be submitted on time and in the requested format to the appropriate teacher. Student assignments include not only items to be assessed and recorded in the teacher's grade book, but any work that a teacher assigns whether officially assessed or not. Late work, missing work, and work not submitted according to guidelines and dates by the teacher are dealt in accordance to the following policy:

**First case:** Teacher gives the student a verbal reminder. The student will submit the assignment by 8:30 a.m. the following morning. (If not submitted by 8:30 a.m., the instance will be treated as a second violation.) The student will get a written reminder and the opportunity of using the "Improvement Room" time to catch up with the missing part.

**Second case:** parents are notified by the TA via email/phone call, the student is encouraged to submit the work on the morning following the incident by 8:30 a.m., and gets the opportunity of using the "Improvement Room" time to catch up with the missing work.

**Third case:** parents are notified by the teacher and a meeting between *students/parents/teacher* is convened to discuss the situation. The student will submit the work on the following morning by 8:30 a.m., getting the opportunity of using the "Improvement Room" time to catch up with the missing work.

**Fourth case:** parents are notified by an administrator, the student will submit the work on the following morning by 8:30 a.m., using the "Improvement Room" time to catch up with the missing work. The parents/student/teacher will be required to meet again. An agreement will be entered into outlining a course of action to get the student on track. The contract may include mandatory stay in the homework club until 6 p.m. every day except Fridays (until 5p.m.) or using the "Improvement Room" opportunity for a period of time etc.

With the Homework Policy ESM does hope that the students value the opportunities provided to them with the main focus of having their learning supported and enhanced!