



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

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European School Framework in Devising School Homework Policies

APPROVED BY THE JOINT TEACHING COMMITTEE VIA THE WRITTEN PROCEDURE 2022/52 ON 30 NOVEMBER 2022

1. Purpose of Homework

The purpose of homework is to connect the learning process between school and home such that pupils' experience of learning can be enriched. This can be achieved by providing pupils with opportunities either independently or with support to prepare for classroom learning, revise, practise and consolidate what has already been learned in the classroom and extend and apply what they have learned in new contexts.

2. Principles of Homework

2.1 Key Principles

Homework should have a clear pedagogical objective with links to the syllabus and classroom teaching.

2.2 General Principles

- Homework can be an integral part of the learning process and learning should continue through the completion of homework; this does not mean that homework is an extension of the school day, as it should have an added value over and above work accomplished in class.
- Homework should help the pupils to develop their full potential and should be a positive experience which enhances their confidence in themselves as effective learners and motivates them towards further learning.
- Homework can be an opportunity to develop competences that are difficult to foster in a classroom setting.
- Through homework, pupils should experience the satisfaction of a learning culture where completing a task contributes to and advances learning.
- Homework should be guided and monitored by their teacher such that pupils understand how these tasks are contributing to their learning.
- Pupils' self-assessment skills should be developed through their engagement with homework to become more independent and autonomous learners.

2.3 Assigning

- Teachers have autonomy to assign homework related to what students are learning and how they are progressing.
- Homework should be appropriate, meaningful, proportionate, and achievable.
- Students should understand the purpose and requirements of homework in different curriculum areas. This should be communicated and discussed with them at the beginning of each school year and each semester. Students should also understand the purpose and requirements of homework as it is assigned; this will enhance students' motivation for completing a homework task to the best of their ability.

Homework can provide students with the opportunity to select, integrate and apply knowledge and skills acquired from one curriculum area to another curriculum area.

- Homework should be adapted where necessary/differentiated according to the pupils' abilities, interests and needs.
- The timeframe for the completion of the homework task should be reasonable taking account of the age range of pupils, their particular learning needs and the nature of the task being assigned.

- Homework could be assigned on both short-term and long-term basis.
- Homework should be transparent and communicated at regular times and through established channels. Use of Teams or other ICT tools can be helpful
- Considerations should be given to the students who were absent in terms of whether they need to complete a piece of homework and what would be an appropriate timeframe.
- In assigning homework, teachers should remain cognisant of students' wellbeing.
- There should be communication and cooperation between teachers
- Where written homework is being assigned, there should be a good balance between the demands that might be set across a number of subjects. Managing a range of assignments within a specified timeframe can help pupils develop independent study skills, preparing them for later studies.
- Homework should not be a norm during holidays and the break between semesters with due regard also to weekends.

2.4 Monitoring and Assessing

- Assigned homework should feature prominently in classroom discussions. Pupils should receive feedback about their homework, and they should understand how this helps them to advance their learning journey.
- Through self-assessment, pupils' engagement with homework should help them to develop their independent learning skills and begin to set their own learning goals.

3. Forms of Homework

Homework should take a variety of forms to meet its broad principles and to accommodate the different needs and purposes of homework at any time. These could include

- daily practice routines,
- open-ended tasks,
- long term projects
- pupil- initiated inquires,
- cross- disciplinary investigations
- ...etc.

The potential of ICT to enrich learning should be realised.

4. Reflecting

Teacher reflection should be an ongoing element in the provision of homework. This reflection should include discussion and feedback from different stakeholders. This reflection should cover all aspects of the homework process with adaptations made when necessary.