

Homework

Homework is an essential part of the academic programme in Secondary and it is required of all students. In addition to reinforcing the skills the student has experienced in the classroom, homework provides the student with time for reinforcement, reflection, and extension of classroom work.

All students in Key Stage 3 are issued with a Student Planner and homework timetable at the beginning of the school year. The Planner must be completed and kept up-to-date. We expect students to keep their planner in excellent condition. The homework timetable has time limits that should be followed.

Key Stage 4 and Key Stage 5 will also be provided with an optional school planner. All homework and assignments should be recorded on Managebac by the teacher.

The International Baccalaureate Organisation recommends that an IB student will spend the same amount of time studying outside the classroom as he or she spends within the classroom. Many students spend far more time than this on homework and if a student is experiencing difficulties or spending excessive time on homework, parents and students are urged to contact the Form Tutor. In the event that a teacher is absent and no homework can be set, the student should be encouraged to review past work or read ahead. In the case of planned absences, it is the responsibility of the student to check with teachers for homework in advance.

Useful websites to help with homework:

www.bbc.co.uk/schools

www.cie.org.uk

www.nea.org/parents

www.s-cool.co.uk/default.asp

www.revision-notes.co.uk

www.revisionworld.co.uk

Getting help with homework

When students are not sure what a homework task is about or are unclear in any way about expectations, teachers want them to ask for further explanation. Students can also check with a friend for clarification about what a task is. When a student is away, it is their responsibility to catch up on work missed.

Parents, other adults or older brothers/sisters can help students understand what they are supposed to do for a homework task. They can suggest how they might go about doing the work or where they might look to get some answers, however, please do not do the work for a student. If someone else does the work for a student, the student will not learn and the teacher won't know what help is needed.

At all key stages, all homework is posted by the teacher on Managebac which is the current electronic information system used by Secondary School. [Appendix1](#).

Academic Honesty

Copying another student's work, sharing answers or lending work to another student are examples of cheating and the taking of ideas or passages from another's work without acknowledgement is plagiarism. Actions like these are taken seriously at the school, at IB level, University and in the workplace and therefore at BISJ they are treated increasingly seriously as students' progress through the Section from Y7 to IB. As a result, the consequences for cheating or plagiarism can lead to the student receiving zero for his/her work, parent contact, a behaviour reflection session, detention or even a suspension depending on the context and the year group the student is in. [See Appendix 2 – Academic Honesty Policy](#).

Appendices

Appendix No. 1: Homework Policy

Homework Policy

1. Reasons for homework

Homework is set for a variety of reasons, including:

- helping staff and students to assess progress,
- reinforcing and practising understanding from lessons,
- motivating students to improve,
- giving an opportunity to manipulate, apply and review concepts and ideas
- to give the teacher, student and parent feedback on the learning that has taken place,
- to help evaluate the lesson,
- as an extension to the material covered in the lesson,
- to provide an opportunity to practise different angles, approaches and learning styles,
- to investigate an extended/research problem or issue,
- as practice/review for an exam,
- to carry out coursework for examinations
- to help inform parents about what we do and to involve the parents in the learning process,
- to help cover sufficient content of the curriculum,
- to develop independence in task and time management skills

Homework is **not** set as 'busy work' to occupy students' time or punishment for students.

2. Types and quality of homework

A variety of tasks and types of work should be set and:

- be accessible to the students and differentiated by task or outcome, when appropriate
- be related to the class work and be meaningful, enjoyable and purposeful and fulfilling
- may involve repetition, but this should be repetition as necessary practice, not just to fill time
- be structured so that students can see the intrinsic value of the task
- have specific written criteria for all common assessment tasks, which students should be encouraged to use when completing the task. All other homework will have either verbal or written criteria
- emphasis should be placed on redrafting, rewriting and learning from mistakes where appropriate
- should not just be summative marking, but should be a more formative experience

3. Length and frequency of homework.

It is important for students to aim for a balance of activities in their life after school hours, which should include school clubs, activities and teams. Homework should not be filling a student's life after school to the exclusion of other activities, particularly in Key Stage 3.

Key Stage 3

- In Key Stage 3 students should be spending, on average, between one and one and a half hours on homework per night, which is 30 minutes per subject, including review of classwork.
- Teachers must use feedback from students and parents to gauge how long homework tasks may take.
- Some students take considerably longer to complete tasks than others and this needs to be taken into account when setting homework.
- A homework timetable is set in Key Stage 3 which teachers must adhere to.
- For subjects with more than one homework slot per week, it is best if these are spread in the homework timetable in the week.

Key Stages 4 and 5

- There is not a homework timetable for Key Stage 4 or Key Stage 5, as flexibility in when to set homework is needed and many homework tasks take place over a longer timeframe.
- In Key Stage 4 students should be spending, on average, two hours on homework per night, but this will vary over the course of the IGCSE.
- Y10 and older students do need guidance on time management. Where homework is a longer task set over a longer timeframe, teachers should, as much as possible, break this up into manageable chunks with intermediate deadlines for these.

4. Response to homework

- Homework should be checked to ensure that it is done. However, not all homework will be formally marked by the teacher. The nature of the work will determine the appropriate evaluation.
- Research and notes may not always be collected in and marked. Oral feedback may be appropriate.
- Peer assessment and self-assessment under the guidance of the teacher, are very valuable learning tools and can be appropriate and useful ways of responding to homework. Regular self-assessments and self-evaluations (such as at the end of a unit of work) are encouraged.
- A formal collecting in of books/work by teachers of core subjects is expected on average once every two weeks, even if homework is not formally marked but is dealt with in some other way. For many homework types, a formal collecting in of books/work and comment/marks/correcting by the teacher is the appropriate response.
- A grade or mark may be appropriate. However, comments are often better noticed and responded to by students. Comments should be:
 - Positive and formative in nature
 - The language that teachers use in their comments is very important for the students. Positive comments should be written with the intention and expectation that students read and follow the guidance given
 - Specific manageable and realistic targets for improvements are encouraged
 - Students should be expected to follow up comments and use them to improve their work, either in corrections/redrafts or in the next or future pieces of work
 - Comments/marks/grades made by the teacher on the work should relate to the criteria given when the task was set

5. Procedures/Guidelines

- Homework is compulsory.
- A note must be made in the planner whenever homework is not done by the deadline set in Key Stage 3 and an email may be sent home in Key Stage 4 & Key Stage 5. Teachers may use their judgment to give students additional time to complete work. A teacher may decide to give a student extra help and explanation or time at break time or lunchtime to complete homework. This is voluntary for students and teachers.
- Teachers should encourage students to take responsibility for fixing a problem with homework themselves
- When homework has not been completed a behavioural reflection session may be set; refer to the Welfare and Discipline Policy
- When a student is absent, the expectation is that they catch up with work missed, including homework

6. Parents

- The student planner and Managebac is an effective tool for recording homework and making this information available to parents
- It is the students' responsibility to record the homework properly in the planner and it is the teachers' responsibility to ensure that they write it clearly on the board and give adequate time in the lesson for the students to record it. All teachers should also post homework on Managebac which is accessible to both students and parents electronically
- Teachers may need to provide written details for some students with particular learning needs

- Key Stage 3 Parents are encouraged to write in the planner about how easy/hard their children found homework, how long the homework took and what help was given. Parental feedback is useful and is valued.

7. The Importance of Reading

The school actively encourages general reading as an everyday expectation of students, in addition to homework. An average of 30 minutes reading per day is the expectation for Key Stage 3. This reading expectation should be explicitly stated along with homework information for parents. Reading in a variety of different genres and languages is appropriate.

Appendix2: Academic Honesty Policy

Academic Honesty Policy

Statement of Principle:

At the British International school of Jeddah (BISJ) we place great emphasis on our school values of integrity. It is expected that all stakeholders within our community act with integrity, honesty and respect as part of a shared responsibility to uphold the values of academic honesty. The IB philosophy places great value on being principled by respecting the dignity and rights of people everywhere, we believe that honesty in academic studies refers to:

- The full acknowledgment of the authors and ownership of literary and artistic works
- Proper conduct in all IB Diploma Programme examinations and internal and external assessments.

Therefore this policy applies to all matters of academic honesty in our school and covers all students in every subject. Academic activities include all class work, homework, presentations, projects, practical's, essays, assignments, tests, quizzes, examinations and all matters decided by Secondary Senior Leadership Team as assessment related tasks and formal study.

Policy on Academic Honesty (Key Stage 3 & Key Stage 4)

Academic Honesty

Books, magazines, the internet and other media, contain a huge amount of information which can be very useful in your studies. When you produce an assignment or presentation, your teacher will often ask you to research information in books and on the internet. When you hand work in, you must clearly show which are your ideas, words and pictures and which are other people's ideas, words and pictures. If you do not make this clear, it is a type of cheating or dishonesty called plagiarism.

State your sources

To be honest in your work, you should keep a record of the books, magazines and internet sites that you use, as you do your research. You should state where you got ideas, words and pictures - the source of your information - in your work. If you do not state a source, then you are telling your teacher that the ideas, words and pictures are your own. Is this true?

References

You should include a References list at the end of all major assignments, which should contain a list of all the books and internet sites that you have used. For Y7 to Y11 you must use the guidelines set out in the "Guide to Good Research Assignments". From Y7, you are expected to include the URL (the web site 'address') for internet sources and the title and the author for books. From Y9, you are expected to include more information to help people see where you got your information from. From Y10 you are expected to begin to be able to use a standard system for references. For IB work, you must use the guidelines set out by the IBDP Coordinator.

Direct Quotations

When you use the exact words of someone else (such as when you 'copy and paste' text) you should put quotation marks around the bit you copied and pasted, to show that it is someone else's words.

Academic Dishonesty

Dishonesty in academic study is like other forms of dishonesty. It includes but is not limited to the deliberate misrepresentation and intent to dupe others into believing the source and accuracy of work in all subject areas handed in for assessment is the personal endeavour of the student named on the work. Cheating in this manner is dishonest, and in whatever form is destructive of the values of our school. Moreover it disheartens, deters, and sends conflicting values to the majority of students in our school who work hard and pursue their studies honestly.

Policy on Academic Honesty (Key Stage 5)

The aim of Academic Honesty Policy in Key Stage 5 is that:

- All students understand the true meaning and importance of academic honesty and a school culture is created that encourage them to act with integrity and honesty

- All Diploma Programme students produce their own authentic work and understand the difference between academic honesty and academic misconduct
- All the ideas, images and words of others are fully acknowledged and correctly referenced
- All students follow the rules relating to examinations and assessments
- All students work collaboratively but do not seek to present any work that is created through the practice of collusion

Types of Academic Misconduct of Malpractice:

The IB organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

Below are some examples which are not exhaustive of actions which could be said to be examples of academic malpractice or misconduct.

1. Plagiarism is a form of dishonesty in which a student submits or presents work which is from another person and is represented as his/her own work. Education is based upon using the ideas and thoughts of others; however there are specific ways these must be acknowledged. These skills must be taught to children at a young age. However when this does not occur and work is copied without any attempt to acknowledge where it was obtained, then this constitutes academic dishonesty. Plagiarism is found when all or parts of a piece of work are copied from another person or composed by another person and submitted as their original work. It can also be found when sources are intentionally or unintentionally not acknowledged.
2. Colluding with someone else to present work that is not your own. Although collaboration with other students is actively encouraged, all content must be written in the candidates own words. Collusion might include copying another student's work or data and misrepresenting it as their own. Even if a student has 'collaborated' with another student, the work presented must be their own.
3. Submitting the same work twice in different subjects or for an internal assessment and extended essay in the same subject
4. Cheating in an examination
5. Sharing material without approval
6. Submitting work which was purchased from an organization which practices professional academic deceit and dishonesty and promotes cheating through selling essays and assessment tasks to students
7. Submitting another student's answers or providing students with answers and failing to take reasonable measures to protect your work in a class environment where other students may gain access to it for their advantage
8. Submitting false practical information in the sciences
9. Falsifying research in an Extended Essay or a Creativity, Action and Service record
10. Copying coursework into an Extended Essay or vice versa
11. Stealing or destroying the work of another student
12. Accessing the work of another student through the means of any form of technology
13. Destroying school books and library resources
14. Deliberately releasing 'electronic viruses' into the work and /or systems operated by individual students and/or the school
15. Unauthorized use of calculators, computers and other forms of technology in examinations, coursework and class based testing
16. Any attempt to distract or disrupt an examination
17. Bringing in any unauthorised written material related to the examination
18. Failing to follow instructions given by an invigilator or staff member responsible for the examination session
19. Attempting to view or steal examination papers before the assessment date
20. Writing offensive words or drawing offensive images on an examination paper

Methods for avoiding plagiarism

- Always acknowledge the intellectual property of others by referencing consistently and including references at the end of any piece of written work
- Always acknowledge all ideas and work of other people regardless of the source of information. Electronic data images and data from the e-mails, the internet, social media and other media should be acknowledged in the same

way as visual arts, hardcopy books, maps and journals

- Always enclosed verbatim quotes in quotation marks
- Always avoid paraphrasing material without acknowledging the source

BISJ actively encourages citation using the APA style. The APA citation style without footnotes is taught during the IB1 and IB2 core lessons as part of preparation for the writing of students' extended essay and Internal Assessments.

Roles and Responsibilities

Students:

As a student at BISJ you should act with integrity at all times. You should seek to be honest in your approach to learning and in all your academic work. As a Key Stage 5 you are responsible for:

- ensuring all work that is submitted for assessment is your own work and that all sources are acknowledged fully and accurately using the APA style
- ensuring that all draft and final assessments are uploaded to Managebac so that they can be reviewed using Turnitin
- meeting all internal school deadlines. This is in order to ensure that there is time to act upon the Turnitin report
- signing off the IBDP cover sheet that acknowledges the authenticity of the work submitted
- proving that all pieces of work submitted as class assessment, a draft or final assessment are your own work and have not been plagiarised in any way

Teachers:

As a teacher in Key Stage 5 you are responsible for:

- monitoring a candidate's style of writing and reporting it to the Head of IB if you suspect that style is not characteristic of the students in question
- checking candidates' work for authenticity before submission using Turnitin through Managebac for draft and final versions of the Extended essay, Creativity, Action and Service records, the Theory of Knowledge essay and all Internal Assessments
- using Turnitin to check for plagiarism and/or collusion at the draft stage of any Internal Assessment. Any consequences and advice to students must be administered by the Head of Department in conjunction with the teacher.
- liaising with the Student Progress Coordinator and the Head of IB with regards to any final Internal Assessment, Extended Essay, Creativity, Action and Service records or Theory of Knowledge essay submission using Turnitin to review any suspected cases of plagiarism or collusion

In events of plagiarism or collusion the International Baccalaureate Organization recommends the following internal courses of action:

1. The candidate is given one final opportunity to revise and resubmit the work internally before the final IB deadline.
2. An 'F' is entered against the candidates name on the IB Information System (IBIS) in that subject. In this case the candidate would not receive the Diploma Award.

Parents and Guardians

As a parent or guardian of a student in Key Stage 5 you should:

- encourage your son or daughter to meet all deadlines outlined in the assessment calendar located in the student handbook distributed at the beginning of Year 12 and available electronically on the school website
- support with the planning of their work, so that they are not encouraged to act dishonestly as a result of a lack of time
- communicate regularly with the school in order to understand fully the requirement of the Diploma programme

The Head of IB

The responsibility of the Head of IB and Student Progress Coordinator are to:

- promote the 'Academic Honesty Policy' of the school and to be consistent in adherence to the internal disciplinary policy when infringements do occur
- ensure students understand how academic misconduct will be investigated and the consequences of plagiarism and collusion
- to encourage students to act with integrity and to always acknowledge the work of others
- give clear instructions on the expected conduct in the IB examinations

Monitoring and Sanctions:

All members of the school community have a responsibility and commitment to each other and individually to be familiar and to understand what are considered acceptable standards of academic honesty. Any breach of this policy will result in disciplinary action by the school. To be uninformed is not an excuse to be in breach of this policy. All teachers with the support of their Head of Department must inform students at the beginning of each term of this policy as well as any particular criteria on academic honesty which will apply to their subject and/or course for the term. Students working together collaboratively is an accepted teaching and learning strategy; however clear guidelines must be given to children on what is acceptable and not acceptable levels of working together. It is the Head of Department's responsibility to ensure that school policy is implemented in their specific subject area.

Internal Sanctions

Internal sanctions following the levels outlined in the Welfare and Behaviour Policy should be applied to incidences of academic misconduct relating to official IB assessments as well as homework, classwork and internal examinations. In the event a student is deemed to have acted dishonestly then the following actions will apply as outlined in the Welfare and Behaviour Policy.