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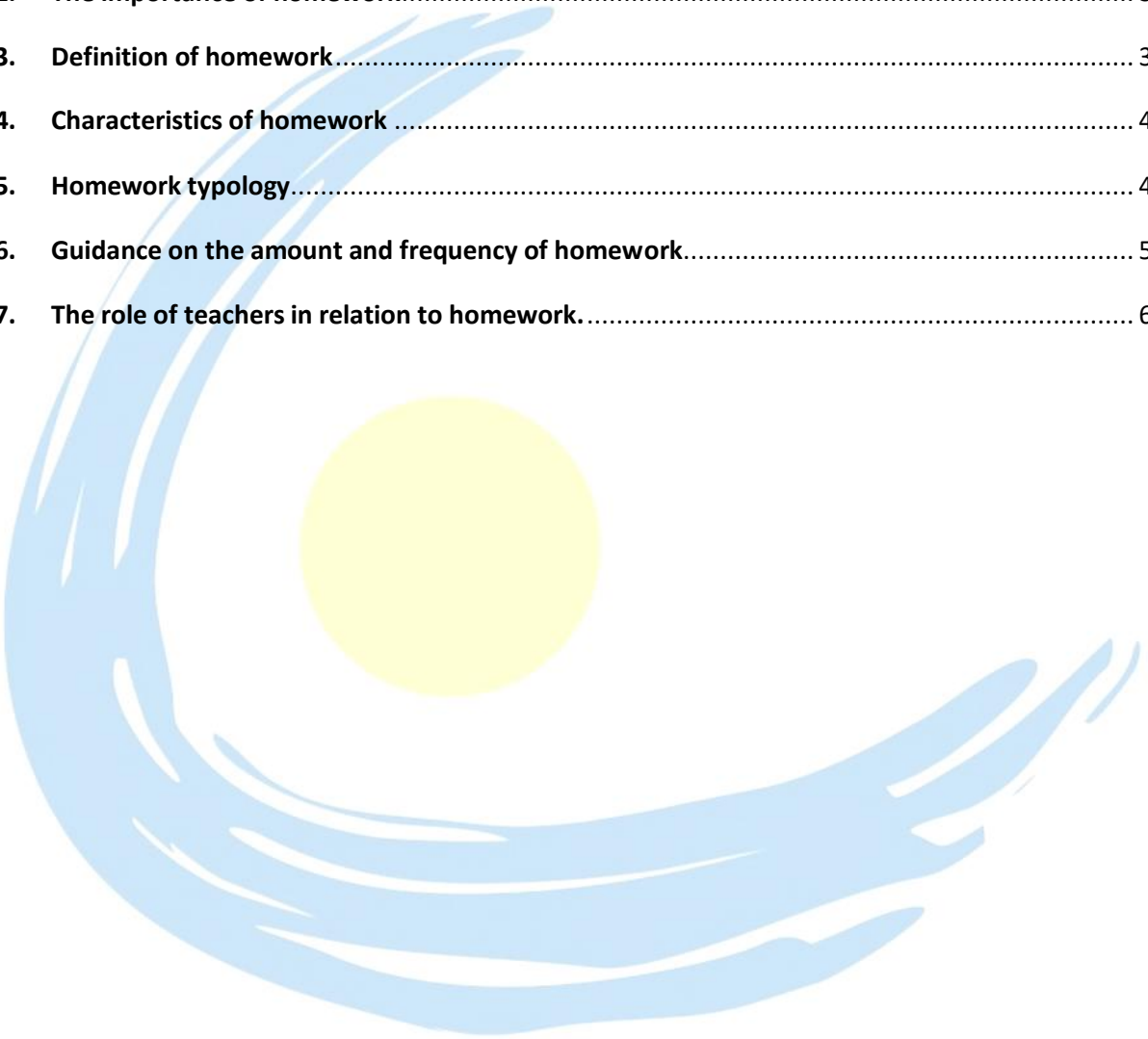
Homework Policy

Alicante, September 2025

Policy adopted by the Principal with the approval of the *School Advisory Council (SAC) / Joint Educational Council (JEC)*

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1. Introduction

This framework policy is based on the document “Framework Devising School Homework Policies (2022-09-D-84)”. Developed through collaboration between teachers, students and families, the main purpose of this policy is to acknowledge the importance of homework and to establish a framework that provides clear guidance, information and advice for all parties involved on how to manage homework effectively.

2. The importance of homework

Homework is an essential component of the educational process. Regular homework provides students with the opportunity to practise, consolidate, and reinforce at home the knowledge and skills acquired at school.

Therefore, students are expected to review content and practise the skills acquired in class in order to make steady progress. Homework also contributes to the development of independent learning skills and fosters students’ autonomy, encouraging them to take greater responsibility for their own learning.

Through homework, students learn to plan and manage their own work effectively and to self-assess their progress.

Homework also establishes an essential link between the school and families, as it allows parents to become aware of their children’s learning and to take an active part in their education. It contributes to the development of concentration, self-discipline, and effective study habits that support lifelong learning. Therefore, families are encouraged to motivate their children to complete their homework independently.

For their part, teachers should apply differentiation and personalised instruction when assigning homework, taking into account the individual learning abilities.

3. Definition of homework

Homework is a task connected to classroom learning that is assigned to students to be completed individually or in groups.

4. Characteristics of homework

When assigning homework, teachers should be mindful of students' well-being. Homework should be reasonable in terms of the time and effort required, and appropriate to each student's abilities, level of knowledge, interests, and needs. Tasks should be varied, engaging, and stimulating in order to foster and sustain students' motivation throughout the learning process. Homework should also be meaningful and directly related to the school curriculum. Likewise, the instructions and materials on which the homework is based should be clear and accessible.

Homework should provide students with opportunities to select, integrate, and apply the knowledge and skills they have acquired in one or more areas of the curriculum.

Homework should also be communicated through the school's established channels. If a student is unable to attend school, the family and/or legal guardian should contact the relevant cycle pedagogical advisor and the teacher concerned to ensure that all necessary information and materials are provided.

In this regard, and to facilitate effective communication concerning homework, it is highly recommended that teachers share homework through the school's established channels and that students contact their classmates to stay informed about any homework given.

The submission date should be clearly indicated, and students who were absent should always be taken into consideration, either to complete the assigned homework or to establish a new appropriate submission deadline.

5. Homework typology

Homework may consist of practical, preparatory, and/or extension activities.

Practical homework reinforces newly acquired skills; for example, students who have just learned a new method for solving mathematical problems may be given problem sets to complete independently.

Preparatory homework helps students get ready for upcoming classroom activities. For instance, students may be asked to read or research information on a topic that will be discussed later in class.

Extension activities are, in general, tasks that allow students to explore or deepen areas of personal interest related to their studies.

Homework can therefore take a variety of forms in order to meet its general principles, address different needs, and serve diverse purposes. These may include daily practice exercises, open-ended tasks, medium- or long-term research projects, and cross-curricular activities, among others.

All forms of homework should add value to the learning process and, whenever possible, make use of the potential of ICT to enhance and enrich learning.

6. Guidance on the amount and frequency of homework

We are aware that the pace of students' work may vary depending on many factors. Therefore, homework should be appropriate to each student's level and characteristics, ensuring that it is meaningful, proportionate, and achievable.

Students should understand the purpose and requirements of each homework assignment. At the beginning of the school year, and again at the start of each semester, the teachers of each group will meet to agree on the frequency and amount of homework to be assigned in the different subjects. Students will be informed accordingly.

The amount of homework should be adjusted to the particular needs of each student and the purpose of the homework.

Homework should also provide students with the opportunity to select, integrate, and apply the knowledge and skills acquired in a particular curriculum or subject area. It should serve as a guide to help students develop independence and autonomy in managing their own work at home.

Homework may be assigned on either a short-term or long-term basis, always allowing an appropriate timeframe for completion. This timeframe should be reasonable, considering the students' age range, their individual learning needs, and the nature of the task assigned.

Finally, homework should not be the norm during holidays and the break between semesters, also taking into account weekends.

7. The role of teachers in relation to homework.

As they have a proven professional capacity in this respect, it is the competence and responsibility of teachers to establish the type, frequency and amount of homework. Thus, they will decide which homework is compulsory for students and they will also propose optional work. In any case, homework should be coordinated by the teaching staff of the different subjects in order to avoid an overload of work.

Teachers should encourage and support students to submit their homework on time and should keep an accurate record of all work submitted. They should also assess homework promptly and provide constructive feedback to ensure continuous improvement in the learning process.

In addition, teachers should engage in a process of reflection, dialogue, and feedback with students and their families, as well as with other professionals within the school, to ensure that the learning process is aligned with the individual characteristics, needs, and interests of each student.