



INTERNATIONAL SCHOOL
Ikast - Brande

Home Learning Policy

Previous Review	August 2025
Current policy	September 2026
Next review	August 2027

MISSION

At International School Ikast-Brande, we are committed to the happiness and sustainability of our community. With strong values and high expectations, we focus on excellent academics and developing individual skills and attributes. We prepare students for the challenges of an ever-changing world.

PURPOSE

At ISIB we believe that if the children are working to their full potential in school hours, then a corresponding amount of 'down time' is essential for an acceptable work-life balance, however some form of home learning is required. The main purpose of home learning is the consolidation of learning and opportunity to practice and recall skills learnt throughout the week. Home learning should therefore not require parents/carers to teach anything new. We encourage students to discuss and explain their home learning with an adult as this develops deeper understanding of their learning. However, home learning creates an opportunity to prepare children for the future, to develop personal discipline and time management. Moving into high schools, students are required to carry out greater volumes of home learning activities. Therefore, a gradual progression through education is essential. Basic skills that require regular practice will also be developed through daily home learning such as reading, spelling, times tables and handwriting. From time to time, home learning will also provide opportunities for students to research ideas or topics which link to their work in class. Home learning does not usually take place in the first or last week of a term.

Home Learning Allocation

Home learning should not be too onerous, and neither should it disrupt family life. If parents have any concerns about the home learning that has been set, they should not hesitate in contacting their child's teacher. Although there is no set time allocation for home learning, our home learning guidelines for parents are:

EYFS

- [Reception](#)

Reception children have a home learning book where the children will have a selection of work from the curriculum, usually two pages a week. Home learning is a choice in Reception, and they do not need to complete all activities unless they want to. In order to get new learning activities, children need to have completed part or all of the previous activity.

Reading Book

Reception children take home a reading book once a week. At the beginning of the year, these books will be wordless and children are encouraged to tell the story in their own words using the pictures as a guide. As the year progresses (alongside their phonetic knowledge), these books will contain words that the children can decode themselves. Once their reading book has been returned, they will receive a new one.

Primary School

- [Year 1](#)

Reading to an adult daily with the book provided by school. Please write in your child's reading record when they read.

- [Year 2](#)

Reading to an adult daily, completing some reading comprehension, and practising the weekly spelling words.

- [Key Stage 2 \(Year 3, 4, 5, 6\)](#)

Reading daily and spelling weekly.

- [English as an Additional Language \(EAL\)](#)

Weekly spellings and reading.

- [Danish Language and Literature](#)

Reading regularly at home – we recommend at least 10 minutes of Danish reading per day. Pupils have access to Superbogen to help with their reading.

- [Danish as an Additional Language](#)

Exposure to Danish is highly recommended and year groups may be expected to complete tasks that have been started in their lessons. Extension tasks may be set to those who require them.

Teachers may also set topic-based home learning throughout the year to enrich students' learning.

Secondary School

Each subject teacher in secondary has the flexibility to set home learning that they deem benefits the children in their class. This means that there may not be a set day with set home learning in subjects. Here is a guide to each subject's home learning in our Secondary School:

- [Danish](#)

Assignments usually given last a week (sometimes several) and will usually be related to grammar and some longer written assignments.

- [Danish as an Additional Language](#)

Home learning can include presentations and book chapters to read. The longest assignments last a week.

- [English](#)

Each year group will be provided with grammar handouts which can be worked upon for a set period of weeks. Extension tasks may be set to those who require them. Students are encouraged to read a variety of texts at home.

- [English Second Language](#)

Each year group will be expected to complete tasks that have been started in their lessons. Extension tasks may be set to those who require them.

- [English as an Additional Language \(EAL\)](#)

Weekly spellings and task that are not finished in their lessons.

- [German](#)

Students are encouraged to expand their vocabulary and read a variety of texts. They also use online tools such as "*Duolingo*" and "*www.thegermanproject*" to practise and improve their vocabulary.

- [Global Perspectives](#)

Each year group will be expected to complete tasks that have been started in their lessons. Students will be set reading tasks to prepare them for forthcoming topics. Students should also revise their notes from lessons and are encouraged to read more around the topics being studied.

- [History](#)

Each year group will be expected to complete tasks that have been started in their lessons. Students will be set reading tasks to prepare them for forthcoming topics. Students should also revise their notes from lessons and are encouraged to read more around the topics being studied.

- [ICT](#)

Each year group will be expected to complete tasks that have been started in their lessons. Year groups will also be set projects for each topic they study.

- [IGCSE Physical Education](#)

Home learning is set once a month on average. Each year group will be expected to complete tasks that have been started in their lessons or to will be given a study video to watch. Nearer completion of the course, pupils will be expected to complete some past IGCSE papers.

- [Life Skills](#)

Each year group will be expected to complete tasks that have been started in their lessons. Sometimes research-based home learning will be set.

- [Maths](#)

Years 7 to 11 home learning is set once a week on the current topics, due the same day the following week.

- [Science](#)

At the end of each unit, students will have a home learning booklet related to the unit to help them revise the topic. They will also have occasional small creative tasks where they can use resources at home to make 3D models/posters. They can read and revise the chapters from their science book by finding them in Teams.

Home learning time guidance for secondary school:

7 and 8: 1-3 hours weekly

Year 9, 10 and 11: 2-5 hours weekly

All home learning is subject to teacher discretion and home learning could differ on a weekly basis.

Types of Home Learning

Pre-learning may be used to introduce a topic or background for a more in-depth lesson. Pre-learning may be as simple as finding out what students already know about a topic or what they are interested in learning about. Pre-learning may also be used to stimulate interest in upcoming concepts. Examples include having students read or outline a chapter before a class discussion; asking students to write down questions about a topic they are about to study; and having students search for current events related to a new topic of study.

Checking for understanding is a valuable way for teachers to gain insight into student learning. Examples include asking students to do a few sample problems in mathematics and to explain the steps to let the teacher know if the student understands the problem; journal questions about a science experiment may ask the student to explain what happened and why; and asking students to identify literary devices in a short story shows the teacher whether the student understands literary devices

Practice is for students to deepen their understanding of new knowledge, skills, strategies, and processes. Effective practice occurs when the student understands the skill, strategy or process to be practiced. Practicing mistakes is detrimental to learning. As such, it is important for the teacher to check that students understand the skill, process, or content being taught prior to asking students to practice independently.

Reading - Regular reading, little and often is much more effective than irregular prolonged periods.

Spellings - Students will be required to practice spelling a selection of words that link to their curriculum. Please encourage your child to use the LOOK, SAY, COVER, WRITE, CHECK method of learning spellings.

LOOK at the shape of the word.

Can you see any patterns or groups of letters that go together? Are there any words within words?

SAY the words carefully and slowly to yourself.

Try to listen for the sounds in the words.

COVER the word.

Try to picture the word in your mind, closing your eyes might help you to do this.

Say the word to yourself again and then...

WRITE the word down.

CHECK to see if it is correct.

If the word is not quite right do not worry, just try again. It can often take a few attempts to get it right. Students will be practicing at school too.

Mathematics

Children are advised to practice a Mental Maths activity (number bonds/times tables) daily for ten minutes with an adult and this will depend on their personal targets set by their teacher.

Do the students have to do home learning?

Yes. At ISIB all home learning should be completed each week. It is accepted that there are occasions when, due to unforeseen circumstances, home learning activities will not be completed. In this instance, **parents/carers** should communicate this information with the teacher. There are occasions when home learning may be optional such as entering a competition. In Early Years, home learning is optional.

What do I do if my child finds it too difficult to complete the home learning?

No problem. Home learning should be the practice and review of learning which has already taken place in class and therefore, your child should be able to complete the activity. However, if your child is unable to complete the task, it may be that the child needs more support to develop their understanding. In this instance, do not struggle through—simply write a note to the teacher to explain that your child has not fully understood.

Greater Depth Home Learning

We encourage students to immerse themselves in their learning activities and often, students will be inspired to independently complete school related activities at home. When students have taken the initiative at home to go above and beyond what has been required, we ask them to bring it into school so that we can celebrate it.

Role of Students

Students can take responsibility, if able to (age, ability dependent) and if applicable, by:

- being aware of the school's home learning policy
- discussing home learning expectations with their parents or carers
- accepting responsibility for the completion of tasks according to established deadlines
- making effective use of time given during class to begin working on assigned work
- making effective use of study periods to complete work and engage in personal or group study
- establishing regular time for reading
- becoming independent learners by setting personal goals, developing study plans, and monitoring progress
- following up on comments made by teachers
- seeking assistance when difficulties arise
- having an organised place for home learning to be done
- avoiding distractions (such as television, social media, the internet)

- establishing a consistent schedule for completing home learning
- organising their time to manage home obligations, participation in physical activity and athletics, recreational and cultural activities, and part-time employment if applicable
- limiting the number of part-time employment hours to a maximum of 10 hours per week
- accessing Teams to obtain learning resources shared by teachers
- liaising with the teacher regarding missed work and deadlines
- liaising with friends regarding missed work and deadlines
- getting enough sleep each night

Role of Teachers

Teachers can help students establish a routine of regular, independent learning by:

- setting home learning on a regular basis
- clearly communicating the purpose, benefits, and expectations of home learning
- communicating guidelines about the amount of time students should spend on a specific assignment
- providing class time, when applicable, to allow students to begin working on assigned work
- being available during school hours or other established times outside of class times to assist students when they are having difficulty with home learning
- checking learning regularly and providing timely and useful feedback; the learning gains in assigning home learning are much higher when the teacher provides specific feedback
- using home learning that is varied, challenging, and directly related to class work and appropriate to students' learning needs
- explicitly teaching strategies to develop organisational and time management skills and providing opportunities to practice these strategies through home learning
- posting dates of tests and major projects on Teams
- posting assignment dates on Teams when assignments are announced in class
- assigning major projects in "stages" with separate due dates for the various stages
- considering other academic and personal development activities (school based or other) that students could be engaged in when setting home learning
- discussing with parents and carers any developing problems concerning their child's home learning and suggesting strategies to assist

Tips for Parents and Carers

The following tips are intended to help parents and carers interact with their child about home learning:

1. Establish a physical structure regarding your child's home learning. It is helpful for students to have a regular and consistent workspace that provides the necessary materials (such as pencils, paper, a dictionary, or a calculator) and a quiet environment free from distractions.
2. Establish a set time to do home learning each day. Encourage your child to use some form of agenda to help organise due dates and manage time to meet commitments and assignment deadlines.
3. Monitor your child's progress, check to see if s/he is staying focused and attending to the home learning or becoming frustrated with it.
4. Emphasise the importance of effort over immediate understanding. Stress that comprehension and proficiency are influenced by hard work rather than some innate skill or intelligence.
5. If your child is having difficulty with home learning, try to help work through it. Break the home learning into smaller sections or parts, do a few problems or exercises with your child, or respond to their question about the learning or the content if you can.
6. When your child has finished their home learning, help them reflect on it. Ask questions such as: What do you think you have learned? What are you still confused about? What questions do you still have? Encourage your child to bring these questions or confusions about the content to the teacher.
7. Asking questions to help your child work out answers is a great way to help them succeed. Completing the task for them means the child is unable to show what they have learned.
8. Thank your child for their time and effort spent completing the home learning!

We hope that this policy will help to make the experience of home learning a positive one for all concerned. If, however, for any reason you have concerns parents should seek advice from their child's teacher. If the concern needs to be addressed further, please contact the Head of School.