# 1.19 HOMEWORK POLICY AND GUIDELINES

**At Mandalika Intercultural School (MIS), we believe that homework plays a vital role in reinforcing learning, developing essential life skills, and fostering independent learning.**

Homework expectations at MIS are structured to gradually increase as students' progress through each grade, allowing them to grow academically and personally in a supportive environment.

## Benefits of Homework

1. Cognitive Reinforcement and Retention:

Homework reinforces material covered in class, ensuring students retain and apply concepts independently.

Regular practice in subjects like mathematics and language is key to mastery.

2. Development of Time Management and Self-Discipline:

Through regular homework assignments, students learn to manage their time, prioritize tasks, and meet deadlines—essential skills for future academic and professional success.

3. Fostering Independent Learning:

Time management, problem-solving and self-reliance , self-regulation and metacognition all develop as students are forced to rely on themselves.

4. Parental Involvement and Support:

For younger students, homework fosters valuable parental involvement, creating a bridge between school and home. This engagement enhances student performance and provides parents with insight into their child's learning.

5. Parental Communication

Parents are encouraged to support their children's homework routine and reach out to their child's Homeroom teacher if they have concerns. Teachers are available for questions after school or via email to schedule a meeting

## Homework Expectations by Grade Level

The amount of homework that students in grades 1-8 should be doing per night is a topic that has been studied extensively. Research suggests the following homework guidelines based on student age and grade level:

• Grades 1-2: 10-15 minutes of reading with a parent each evening.

• Grade 3: Up to 30 minutes of homework, covering reading, English, or Maths.

• Grades 4-5: 30-60 minutes of homework per night, across various subjects.

• Secondary Students (Grades 6-12): Up to 90 minutes of homework per night, focusing on multiple subjects.

## Supporting Studies and Evidence

.• Harris Cooper's Study at Duke University suggests that too much homework can lead to diminishing returns, especially for younger students. The key is quality over quantity, with assignments that reinforce skills and are meaningful.

.• The OECD's Programme for International Student Assessment (PISA) indicates that students who do between one to two hours of homework per night tend to perform better academically compared to those who do either no homework or excessive amounts.

Research supports the "10-Minute Rule" as an effective guideline for homework time, promoting a balance between reinforcing learning and preventing burnout. MIS follows this evidence-based approach to ensure that homework remains a valuable tool for academic growth without overwhelming students.

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# Guide for Parents: Supporting Homework Effectively

**At MIS we view homework as a tool to build independent learning habits, reinforce classroom concepts and develop self-regulation. Research shows that how parents engage with homework has a massive impact on a student's academic success and emotional well-being.**

**We ask parents to adopt the following evidence-based practices:**

## 1. Focus on Autonomy, Not Control (Support vs. Intrusion)

The most critical factor in parental involvement is *how* you support your child. Research consistently highlights a stark difference between supportive help and intrusive control:

- Be a Guide (Supportive Involvement): Help your child set up a quiet study space, establish a routine, and learn how to break large assignments into smaller steps. Encourage them to problem-solve through frustration. This builds motivation and yields significantly better academic results.

- Avoid Over-Managing (Intrusive Involvement): Completing assignments for your child, constantly hovering, or dictating exactly how and when they must do the work actually backfires. Intrusive hovering is strongly linked to decreased academic performance and lower student motivation.

## 2. Prioritize Understanding Over Time Spent

More time spent on homework does not automatically equal higher achievement. In fact, excessively long hours spent on assignments often signal frustration rather than learning.

- Quality over Clock Hours: If your child is working productively, focus on their focus, not the clock.
- The "Frustration Flag"  If your child is consistently spending far longer on homework than the guidelines outline for their grade level, or if they are crying and overwhelmed, please have them stop. Sign off on the incomplete assignment and notify the teacher.
- This helps us gauge whether the workload needs to be adjusted or if your child needs extra targeted support in class.

### 3. Monitor the Digital Learning Environment

Modern homework frequently relies on digital platforms and devices. Because digital homework can easily blur the lines between focused study and online distraction, parents play a vital role as environmental managers.

- Active Supervision: Keep an eye on screen usage during homework time to ensure your child is actively engaged with their assignments rather than multitasking on social media, streaming sites, or gaming.
- Digital Boundaries: Establish a clear rule that devices remain in common areas during homework hours and are turned off well before bedtime to protect sleep quality, which is fundamental to cognitive performance the next day.

## CURRENT RESEARCH

The MIS homework policy aims to effectively bridge the gap between academic rigour and student well-being. Based on the findings of recent meta-analyses, MIS guidance to parents focuses on the *quality* of support rather than the *quantity* of time spent.

### 1. The Global Update on Homework Time vs. Performance

Guo, L., Li, J., Xu, Z., Hu, X., Liu, C., Xing, X., Li, X., White, H., & Yang, K. (2024). The relationship between homework time and academic performance among K-12: A systematic review. *Campbell Systematic Reviews*, *20*(3). https://doi.org/10.1002/cl2.1431

- Key Finding: It confirms that while there is an overall positive baseline correlation between homework completion and performance (particularly in hard skills like arithmetic computation and problem-solving), the data regarding strict *homework duration* remains incredibly nuanced due to student selection bias (i.e., high-achieving students may do homework more conscientiously, whereas struggling students might just spend longer hours trying to figure it out) (Guo et al., 2024).

## 2. The Focus on Parental Support vs. Intrusion

Jiang, Q., Shi, L., Zheng, D., & Mao, W. (2023). Parental homework involvement and students' mathematics achievement: a meta-analysis. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1218534

- What it updates: Cooper's 2006 study briefly touched on who reports the homework, but this meta-analysis dives deeply into how parents interact with the process. Using Self-Determination Theory as a lens, it isolates parental involvement into two categories: Supportive Parent Homework Involvement (SPI) and Intrusive Parent Homework Involvement (IPI) (Jiang et al., 2023).
- Key Finding: The researchers found a stark split: supportive homework involvement (fostering autonomy and self-regulation) has a statistically positive link to mathematics success (r = 0.076) (Jiang et al., 2023). Conversely, intrusive or controlling parental involvement actually has a significantly *negative* relationship with achievement (r = -0.153), heavily backfiring on the student's motivation (Jiang et al., 2023).

## 3. Traditional vs. Digital

Stevenson, M. N. (2021). *Homework and Academic Achievement: A Meta-Analysis Examining Impact* (Graduate Theses and Dissertations, 7012). University of Dayton.

- Key Finding: The study concluded that homework overall continues to show a relatively small effect size in driving academic achievement (Stevenson, 2021). More importantly, it highlighted a profound problem in the current literature: there is still a massive shortage of strict, experimental research tracking homework's direct causal impact.

## References


- Guo, L., Li, J., Xu, Z., Hu, X., Liu, C., Xing, X., Li, X., White, H., & Yang, K. (2024). The relationship between homework time and academic performance among K-12: A systematic review. *Campbell Systematic Reviews*, *20*(3). https://doi.org/10.1002/cl2.1431
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- Stevenson, M. N. (2021). *Homework and Academic Achievement: A Meta-Analysis Examining Impact* (Graduate Theses and Dissertations, 7012). University of Dayton. https://ecommons.udayton.edu/graduate_theses/7012/


## Conclusion

Homework at MIS is designed to promote academic excellence, skill development, and independence. By maintaining and supporting a balanced, parent -informed and progressive approach, we prepare our students for future academic challenges.

**Change History**

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