



## **TIS HOMEWORK POLICY**

### **1. PURPOSE AND PHILOSOPHY**

TIS recognizes homework as a purposeful extension of classroom learning that reinforces curriculum outcomes, develops independent learning skills, and prepares students for summative and external assessments. Homework must be meaningful, standards-aligned, and supportive of student mastery rather than excessive in quantity.

Homework practices at TIS align with Alberta Education expectations, IB philosophy, and the school's commitment to student well-being, balance, and academic integrity.

#### **1.1 Purpose of Homework**

Homework at TIS shall:

- Reinforce and consolidate subject-specific content knowledge
- Develop thinking, reasoning, and communication skills
- Prepare students for formative and summative assessments
- Support the development of Approaches to Learning (ATL) skills
- Foster responsibility, time management, and self-discipline
- Encourage reflection and independent inquiry

Homework must be intentionally designed and clearly connected to curricular learning outcomes.

#### **1.2 Student Well-Being and Balance**

TIS is committed to maintaining a healthy balance between academic rigor and student wellness. Homework practices must reflect the school's philosophy of equity, access, and well-being. Extended deadlines may be granted in documented circumstances in accordance with inclusive education policies and IB access and inclusion guidelines.



### 1.3 Types of Homework

Homework may serve formative or summative purposes:

- **Formative homework** is primarily designed to provide practice and feedback and may carry limited or no grade weighting.
- **Assignments and projects such as** essays, or internal assessment drafts, may contribute to final grades when aligned with established criteria.

Grades awarded for homework must reflect achievement variables (content mastery, reasoning, communication) and not solely compliance or completion. Participation or completion grades must be anchored to clearly defined rubrics aligned with curricular outcomes.

## 2. PRIMARY SCHOOL

### 2.1 Quantity and Quality

TIS affirms that the quantity of assigned work does not directly correlate with increased student learning. Therefore:

- Homework must be purposeful and aligned with clearly defined learning objectives.
- Homework quantity across subject areas must be developmentally appropriate and balance student well-being.

### 2.2 Homework Guidelines for Families

At The International School of Macao, homework is designed to reinforce what your child is learning in class — not to introduce new material. Below is a guide to help you support your child at home. Note that this does not include homework duration for Chinese Studies. The 3 pathways will have different expectations regarding homework assigned. PK- Grade 2 employs an activities calendar to outline tasks that can be completed at home.

This table is for general reference. It does not reflect subjects taught on the day or special events that may change homework expectations.



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<b>Grade</b>	<b>Daily Expectation</b>	<b>Examples of Homework Tasks</b>	<b>How Can I Help?</b>
<b>PK-SK</b>	Up to 10 minutes	UFli home practice, art activities, construction and building, reading together.	Sit with your child and read to them, ask questions, and model how we read a book. Talk about the activities to build vocabulary and speaking skills.
<b>Grade 1</b>	About 10–15 minutes	Reading aloud, practicing simple math facts, and learning sight words	Sit nearby, listen to them read, and offer encouragement. Focus on building a consistent routine.
<b>Grade 2</b>	About 15–20 minutes	Reading, basic addition & subtraction, spelling practice	Ask your child to explain what they're working on. Guide them with questions rather than giving answers.
<b>Grade 3</b>	About 20–30 minutes	Reading comprehension, multiplication facts, and writing sentences	Help your child use their agenda to track tasks. Encourage them to work independently first.
<b>Grade 4</b>	About 30–40 minutes	Written reading responses, math problem sets, short research tasks	Check that homework is complete and makes sense. If your child is consistently struggling, reach out to their teacher.
<b>Grade 5</b>	About 40–50 minutes	Reading logs, multi-step math, project work, vocabulary	Support your child in managing their time. Let them work independently — step in only if they're truly stuck.



<b>Grade</b> <b>6</b>	About 50–60 minutes	Essay drafts, research, subject-specific review, and study	Help your child plan ahead for larger tasks. Encourage them to seek help from their teacher when needed.
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### 3. SECONDARY SCHOOL

#### 3.1 Quantity and Quality

TIS affirms that the quantity of assigned work does not directly correlate with increased student learning. Therefore:

- Homework must be purposeful and aligned with clearly defined learning objectives.
- Departments shall collaborate to monitor overall student workload to promote balance across subjects.
- Extended assignments, projects, and IB internal assessment milestones must be communicated in advance through published calendars.
- Consideration must be given to students enrolled in multiple rigorous programmes (IBDP, IBCP, Alberta Diploma courses).

Homework expectations may increase in Grades 11–12 to reflect the academic rigor of Diploma Examinations and IB external assessments.

### 5. POLICY REVIEW

This document was created in collaboration with the Principal (or designate), IB Coordinators, and Leadership Team, who form the body responsible for policy formulation and review committees.

The policy will be reviewed every year to ensure alignment with TIS's mission, best educational practice, and updates from the International Baccalaureate Organization (IBO) and technological advancements.



## 6. RELATED POLICIES

TIS Assessment Policy

TIS Inclusion Policy

TIS Academic Integrity Policy

**AMENDED:** —

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## Works Cited

Author note: Poe.com (Quora, 2023) Poe was used as a thought partner to support grammar, structure, and language refinement as to enhance clarity and coherence. The ideas, analysis, applications to context, and conclusions remain entirely the author's own.

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Flight | Frequently Asked Questions — Alberta's Early Learning and Care Framework FAQ page, which outlines the framework's origins, purpose, and how it guides educators in holistic, play-based practice.

Flight: An Introduction (childdev.com) — An introductory document summarizing Flight's five core concepts, four holistic play-based goals, and five dispositions to learn.



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International Baccalaureate Organization. (2018). Primary Years Programme: From principles into practice. <https://www.ibo.org/programmes/primary-years-programme>