



THE INTERNATIONAL SCHOOL OF GENOA
SINCE 1966

Home Learning Policy

Revised August 2025

Policy update scheduled for May 2028

ISG Primary School

Homework Policy

In our Primary School, home learning is an extension of classroom experiences, designed to support student growth while balancing wellbeing and family time. Homework should be purposeful, developmentally appropriate, and aligned with the IB PYP Approaches to Learning: Thinking, Research, Communication, Self-Management, and Social Learning.

Principles of Homework

- Purposeful & Meaningful: Tasks reinforce learning, extend inquiry, and nurture creativity.
- Developmentally Appropriate: Time and content gradually increase as students build independence.
- Partnership with Families: Parents encourage and support, but the responsibility for learning rests with the student.
- Balanced: Home learning should not be excessive; students need time for rest, play, and extracurricular pursuits.
- ATL Integration: Each task is an opportunity to strengthen skills in Thinking, Research, Communication, Self-Management, and Social learning.



ISG Primary School Homework Guidelines

Grade	Amount of Time per day	Content	Purpose
Kindergarten 2nd semester Suggested and optional	10 min reading with parents	- Reading aloud	To nurture a love of stories, build listening comprehension, and foster family connection around learning. Students begin taking small steps toward responsibility by bringing books home and sharing them with parents.
1	5-10 min math 10 min reading with parents	- Reading aloud, phonics - Reading log - Basic math skill review	To strengthen foundational literacy and numeracy skills, encourage daily reading routines, and involve families as partners in early learning. Students begin learning responsibility through keeping a reading log and completing short, manageable tasks.
2	5-10 min math 15 min reading	- Independent/paired reading - Reading journal - Basic math skill review	To develop independence in reading, reflect on texts, and reinforce math fluency through short, consistent practice. Responsibility grows as students manage simple independent tasks and maintain a reading journal.
3	5-10 min math 15 min reading + writing a short response	- Independent reading - Short response - Math skill review	To deepen comprehension through writing, build accountability for independent reading, and support independence in applying math strategies. Students practice responsibility by completing written responses on time and organizing their materials.



THE INTERNATIONAL SCHOOL OF GENOA

SINCE 1966

4	10-15 min math 20 min reading + writing a response	- Independent reading - Reading responses - Math skill practice and reviewing new content	To encourage critical thinking about texts, strengthen written expression, and reinforce both current and new math concepts. Responsibility is emphasized as students manage increasing amounts of work and demonstrate ownership of their learning.
5	10-15 min math 20 min reading + writing a response *occasional project	- Independent reading - Reading responses - Math skill practice and reviewing new content *Research and Inquiry	To prepare students for middle school expectations by applying skills across subjects, managing longer-term projects, and developing research, reflection, and inquiry skills. Responsibility becomes central as students learn to plan, prioritize, and complete independent and collaborative tasks.
Italian	Home Learning is given one week in advance for grades 1-5 30 min per assignment	- Reading 1x per week - Grammar 1x per week	To reinforce language skills, support bilingual development, and build organizational habits. Students practice responsibility by planning ahead and completing weekly assignments on schedule.

ISG Secondary School

Homework Policy

Home learning should support student academic progress and allow students to feel competent in their studies. Home learning should not only give students the opportunity to strengthen their learning, but also give students the chance to express who they are and what they believe and value in terms of their own approaches to learning. Home learning should not be simply “extra work” to get done, moreover it should be adaptable to individual approaches to learning. Home learning should be differentiated to meet the needs of individual students and is best used to consolidate learning, or to prepare for future learning i.e. completing a reading prior to the lesson, and so is not well suited for work that is to be summatively assessed.

We recommend that students should not be completing home learning after 21:00.

Educational research shows that adequate sleep is an essential component of effective learning,¹ and if our students do not get enough sleep then it will impact their ability to learn. Teachers and parents should recognise that there is a need for students to relax and have sufficient rest, and teachers also understand that many of our students are just as active outside of school as they are during class hours.

Teachers follow these guidelines regarding home learning:

- Teachers will ensure that all deadlines for home learning tasks are entered on ManageBac, with more than one day given to complete these tasks.
- Teachers will provide full and clear details, including the attachment of associated digital documents (where applicable) in the ManageBac entry. Information about the assignment should be included on Managebac, along with the time estimate e.g. Complete worksheet on xxxxxx (spend 30 minutes).
- Teachers should be available for questions regarding home learning, although students should seek clarification on home learning tasks, as needed, prior to the due date in school hours (not on the due date or past the due date).
- Teachers should set short-term interim deadlines for long-term projects.
- Secondary home learning should include a mixture of long-term and short-term assignments.
- Teachers should give a realistic amount of time for completion of tasks and assignments that are intended to be finished within the lesson. If lessons generate additional home learning then allowance must be made for any other home learning that has been set.
- Home learning should not specifically target weekends or holidays for completion unless it is deemed as absolutely necessary, or it is a reading task that is easily accessible.
- Teachers should consult the online Managebac calendar to aim to spread out the amount of home learning a student receives on a given day.

¹ Haan, L. (2020) Doing homework or going to sleep? An application of the theory of planned behaviour in high school students.



THE INTERNATIONAL SCHOOL OF GENOA

SINCE 1966

- Teachers understand home learning is best used to consolidate learning, or to prepare for future learning e.g. completing a reading prior to the lesson.
- Where appropriate, written or verbal feedback will be given by teachers on home learning tasks. Additionally, for some tasks an answer key will be provided and students will be expected to self-mark.
- Teachers will mark (with a tick or cross) via Managebac whether a student has completed their home learning task - it is important that parents monitor whether home learning has been done via regularly checking Managebac. Students who regularly fail to submit home learning tasks will be followed up with by the Secondary Leadership team.
- Teachers, Advisors, or a member of the Secondary Leadership team students may refer students to homework club (or in the case of grades 11-12 also the "Saturday School") to complete missing home learning. Attendance in this instance will be compulsory.
- Any home learning assignments given in the week before an exam week should only be used to assist revision.
- Learning support and EAL students may need additional support and flexibility when setting deadlines.
- A summative assessment should not be based upon work completed entirely outside of school hours. A teacher should be able to track the development of a piece of work in order to ensure its authenticity.

Guidelines for accepting late assessment tasks

Students should always consider the importance of meeting deadlines when completing assignments.

Students should bear in mind the following guidelines regarding requesting extensions to these deadlines.

Teachers, students and parents should understand:

- Any student request for an extension should be received prior to the day of the deadline for completion of the assessment task, and during school hours (for example, a request for an extension at 21:00 the night before a deadline will not be considered, other than in exceptional circumstances). Acceptance of such a request is at the discretion of the teacher and should be dependent on a valid reason for requiring such an extension. A maximum of 5 school days can be granted for an extension (except in the case of externally moderated/marked work. See below).
- As above, if this kind of home learning task has not been completed, a student may be referred to homework club or Saturday School, with attendance being compulsory and taking precedence over other commitments in or outside of school.
- In the case of a home learning task comprised of an externally assessed assignment (such as an IB DP Internal Assessment or the MYP Personal Project Report), and a student has not submitted this by the deadline, they will be immediately referred to the Assistant Principal (Academics) and DP coordinator/MYP coordinator (depending on grade level) who will supervise the student on the day of the deadline to get it completed. Alternatively, if this cannot be done, the draft of the work will be submitted in place of the final submission.
- In exceptional circumstances, if an extension is requested for work to be externally moderated/marked in the DP this must be approved by the IB Diploma coordinator.



THE INTERNATIONAL SCHOOL OF GENOA
SINCE 1966

While it may appear that such guidelines are tough, it is important to ensure that there is a consistent approach to how teachers deal with assessment tasks that are handed in late. It is often the case that granting an extension for handing in assignments does not solve a problem – it merely adds to a build up of work to be completed, which then impacts other subject areas.

Secondary School suggested guidelines:	
GRADE	TOTAL TIME, INCLUDING ONGOING AND CONTENT AREA
Sixth Grade	Up to 1 hour per night + daily reading
Seventh Grade	Up to 1 hour per night + daily reading
Eighth Grade	Up to 1 hour 30 minutes per night + daily reading
Ninth Grade	Up to 2 hours per night
Tenth Grade	Up to 2 hours 30 minutes per night
Eleventh Grade	Up to 3 hours per night
Twelfth Grade	3 hours per night (minimum)

It is the recommendation of the school that home learning should not take place for Grades 6-8 any later than 21:00. Although we recognise that High School students may choose to work later than this we do not believe it is beneficial to student learning, and it may have a negative impact on student learning the following day.