

**Homework Policy (2025/2026) (Revised on 16 Sept 2025)**

All teachers are requested to observe the following guidelines concerning homework/assignment:

**A. Objectives**

1. To help students consolidate and apply knowledge and skills they learnt
2. To sustain students' learning motivation as well as to increase their learning interest and confidence
3. To help evaluate the effectiveness of learning and teaching

**B. School Policy**

1. Quality of homework, but not quantity, should be taken into consideration.
2. There should be clear targets and expected learning outcomes for homework.
3. The mode and content of homework should cater for students' learning needs and abilities.
4. The quantity of homework should be regulated so that students should have sufficient time for other meaningful social or extra-curricular activities conducive to whole-person development, or for rest.
5. Subject teachers should collaborate to implement the school homework policy effectively.
6. To foster punctuality in homework submission, after-school Homework Support Classes is implemented.

**C. Quality Homework**

Meaningful homework has positive and beneficial effects in reinforcing and facilitating classroom learning, stimulating thinking, encouraging active independent learning, developing interests and fostering a closer relationship between learning in school and at home. Moreover, it facilitates a closer liaison between parents and the school.

Homework should not be set for its own sake, but should have expected learning outcomes. In view of the wide variation in students' learning needs, abilities and home environment, there are no hard-and-fast rules about the frequency, amount and type of homework that should be set at each class level. This is a matter in which teachers are expected to exercise professional judgment in accordance with the needs of their students.

Quality homework should:

1. keep pace with the teaching schedule and help students consolidate and develop concepts;
2. integrate interesting and motivating tasks;
3. be relevant to daily life;
4. stimulate learning motivation, provoke high-order thinking and active learning;
5. develop students' self-directed learning and creativity;
6. encourage students to make effective use of different learning resources;
7. cater for students' individual needs;
8. offer a challenge to students; and
9. develop good reading habits of students.

#### **D. Setting and Giving Homework/ Assignment**

1. **Type** - assignments should vary in accordance with the targets and objectives of the subjects.
  - Assignment may be an extension of the learning in school, such as finishing off work which is stated in class.
  - It may be preparation work, which is done at home in advance of a lesson. Teachers should take into account the abilities of pupils and the objectives of the subjects.
  - It may be short-term or long-term.
2. **Guidance** - To promote effectiveness, teachers should provide a clear guidance when giving assignments to students.
  - Assignments should be clearly explained by teachers with regard to the purpose, expectation, how and when the assignments are to be completed.
  - If needed, parents will be informed of the extent of participation demanded in helping their children in finishing the assignments.
3. **Frequency** - assignments should be carefully regulated with moderate amount of work.
  - Teachers teaching the same class should ensure that a balance and moderate amount of work is given so that students are not unduly overburdened with homework on certain days of the week or cycle.
  - Homework time-table should be regulated and controlled through the collaboration of different subject teachers.
  - Teachers should assign an appropriate amount of homework for students of different abilities and classes/class levels.
4. **Quality** - assignments should be well designed to help students reinforce classroom learning and encourage them to do what they can to the best of their ability. "Doing homework" should be an educational activity, which facilitates pleasurable and effective learning.
  - Mechanical repetition and rote learning exercises should be avoided.
  - Assignment should not be used as a means of punishment.
  - Students with special talents need to be challenged and stimulated with assignments which suit their abilities, while the needs of academically low achievers should be met by assignments appropriately set at their level. Assignments should be framed in such a way that they encourage students to do what they can to the best of their ability.
5. **Quantity** - assignments should be reasonably balanced in terms of quantity so that homework will not cause physical and mental fatigue.
  - The amount of homework to be set for each class or class level should depend on students' learning needs and abilities, home environment and the amount of free time at home.
  - Teachers should allow students to have ample time for social functions, outdoor activities, extra-curricular activities and rest.
6. **Feedback** - assignments should provide teachers and parents with a monitoring device for assessing progress and strengthening the teaching-learning-assessment cycle.
  - Assignments should be properly marked, graded, commented upon and recorded to ensure that suitable feedback is given to students. Students with outstanding performance should be recognized of their efforts and achievements so as to stimulate and maintain their motivation in reaching the expected learning outcomes.

- Students who have good reasons for not completing their homework should be given a second opportunity.
- Where necessary, support and help should be given to those in need.
- Where there is a persistent failure to do homework, parents or guardians should be notified to seek their assistance.

## **E. Examples of Variety in Homework:**

### **1. Reading outside class**

Teachers may advise students on how to choose suitable reading materials according to the contents of teaching, which is very important in education. After students have finished reading, teachers may ask them to share with other classmates the content of the book or to give their views on how the content is related to the aim of the lesson or daily life experiences. Students are therefore trained to speak to the whole class, which in turn helps enhance their confidence and ability in verbal expression and raises their interest in reading.

### **2. Collecting information**

Teachers may ask students to collect pictures, information or models relating to the contents of a lesson. Such training enhances students' ability to collect useful information and their interest in learning.

### **3. Project learning**

Teachers can reinforce students' learning by engaging them in project learning set in line with the contents of teaching. Through such training, students learn how to cooperate with others and understand the importance of division of labour. Project learning also helps students develop their proactive attitude, problem-solving ability and creativity.

### **4. Listening to CDs, watching education documentaries or television programmes**

Teachers may ask students to listen to CDs on various topics such as stories, music and phonics. They may also introduce education documentaries and television programmes to students so as to widen their knowledge in different areas.

### **5. Snippets of information about activities**

Students may be asked to make a record of the snippets of information about outdoor activities or visits organised by schools. The exchange of findings and views among students helps strengthen students' powers of observation and their expressive ability.

### **6. Feature talks and role-plays**

Students may be asked to collect information and conduct feature talks or role-plays which are relevant to the contents of teaching, current issues or extensive reading. Students of higher levels may be engaged in topical debates as well. All these activities help students consolidate their organisational skills and expressive ability.

## **F. Homework Support Class**

Students who fail to submit their homework punctually will be sent to “Homework Support Class” under the suggestion of class teachers or subject teachers to help them develop the good habit of submitting their homework assignments on time. The “Homework Support Class” will be held every Tuesday & Thursday after school from 3:50 - 4:50 p.m. unless otherwise specified.