Europa School 2026-27 Homework S1-S5

General Principles of homework

Homework is defined as the time students spend outside the classroom in assigned learning activities either as a group or individually connected to classroom work and the syllabus.

The purpose of homework is:

- to practice, reinforce, or apply acquired skills and knowledge;
- to encourage students to take personal responsibility for their schoolwork through independent study and research;
- to help students prepare for subsequent learning or for assessments;
- to contribute toward building responsibility, self-discipline and lifelong learning habits;
- to support home/school relationships.

Guidelines for homework volume and frequency

The school does not have a fixed homework timetable with time allocated for different subjects at different times. Students need to learn to manage their time so that they can complete tasks as required.

As a general principle, teachers will not usually set substantial homework tasks to be completed for the next day, but will give students at least two days.

The time devoted to homework will increase as the student progresses through the school.

The actual time required to complete assignments will vary with each student's study habits, academic skills, and varied workload at different times. If the student is spending an inordinate amount of time doing homework, the parents/guardians should contact their child's subject teachers

AI and Learning Platforms

Google Classroom: Europa is a Google school and as such all teachers are using Google Classroom and all students should have a login in most if not all subjects. Parents can access Google Classroom with your child. Lesson materials and tasks are uploaded onto this platform and the calendar listing what task needs to be completed by when is very useful.

MyMaths and Language Gym: all students should have logins to these platforms (see details below).

Managing AI: AI can be useful for giving ideas and helping students to structure or organise their work, but using it to write, translate or calculate work does not help the student's learning.

Organisation and Communication

We encourage students to keep a notebook and to refer to the calendar on Google Classroom. If they are unsure about a task they should ask the teacher; similarly if a parent has any questions they can contact the deputy headteacher or subject teacher. As a general rule parents are contacted for repeated instances of homework not being completed (eg 3 times in a row).

Homework across subjects

Below is an outline of the homework set in each subject area.

Maths	In Maths, S1 - S3 will be set homework via the online platform MyMaths. They will be provided with an individual login by their teachers within the first couple of weeks. Homework in S1 to S3 is provided as an optional extra support to help students and parents practice the key skills. MyMaths auto marks so students can see if they are correct immediately, and they can regenerate the homework with different numbers as many times as they want. Each homework is also attached to an online lesson which can be used too. Teachers are able to see if students complete the work set, and their results, however they will not be compulsory. This decision has been made as we have found that compulsory homework is more likely to lead students to use AI to 'complete' the work, but when the resources are provided with no requirement for completion, students use them to actually learn. We encourage parents to support their children to access these resources responsibly. There may be occasions when the teacher deems it necessary or helpful to set a required homework. This might be a completion of work not done in class, or extra practice that is essential to develop mathematical skills. This is up to the teacher's individual professional judgement. In S4-5 each teacher will set homework as they think is appropriate for the group they are teaching. Usually homework is set once per week, with a week to complete the homework. This is normally either collected by the teacher to review, or self marked in class. We are aware of the issue of AI use, and encourage students to do the work themselves. But this is not a new problem for Maths teachers: students have always copied homework from their friends, and given the nature of Maths, we expect them to all have the same answer! By using self-marking we aim to put the emphasis on students being accountable for their own work, and not seeing the need to use AI as it is a learning exercise, not a compliance based completion exercise. It is common for the teacher to use GCSE Maths questions in S5. We do ensure that all students see all MYP eAssessments in class, but it is difficult to

	share these and there are not as many past papers. Since the content is virtually identical, GCSE Maths papers provide excellent practice of the skills, and are also an important way to prepare for further study at IB DP (or A-Level). https://sites.google.com/europaschool.uk/maths/myp/homework-and-tests
English	English homework, which is set on Google Classroom on a weekly or fortnightly basis, includes a range of activities designed to support and extend students' learning. S4 and S5 should expect more extended homework tasks. Tasks might include: ● Reading the set text or completing further reading ● Research tasks to develop knowledge and understanding ● Flipped learning tasks/Preparation for upcoming lessons ● Spelling, punctuation and grammar activities ● Project-based tasks, such as creating a set design for a play ● Collaborative work, such as preparing a presentation Our aim is for homework to complement the learning taking place in lessons, while ensuring that formal assessments provide an accurate reflection of each student's individual knowledge, understanding and skills. We therefore do not set formative or summative assessments as homework. These assessments are completed in class, where students can demonstrate their knowledge and skills independently. This approach also helps us to reduce the potential use of AI in assessed work.
L2 Stream Language /L3	Language teachers set homework once a week (one piece for L2 and one piece for L3). Details will be on Google Classroom with a deadline. Homework tasks will vary by teacher but will usually be one of the following: - Vocabulary games on Language Gym (online platform) - grammar exercises - conducting independent research to support class project work - independent reading - learning vocabulary for a test In S4 and S5 the homework may be more specifically geared towards preparation for the e-assessment. Four units will be explored per academic year. Each unit is approximately 8 weeks long. Towards the end of each unit students will be advised of the end of unit assessments they need to start revising for at home.
Science	Homework will be set on google classroom as an assignment to give a reminder /due date. It may be voluntary extension work or may be mandatory for assessment by the teacher. Again this will be made very clear. Assignment criteria are on the google classroom, and it is posted on the

	classroom wall and may be talked about by the teacher as required. Homework is not necessarily set every week.
Humanities	**Nature & purpose of homework** Homework is set to complement learning in the classroom setting with its collective, collaborative style of acquiring knowledge and developing understanding. The emphasis of homework lies on applying such learning and understanding to tasks by expanding such knowledge through research or enhancing understanding through answering further questions. Students are expected to revise their learning towards the end of each unit (4 per year, each of 6-8 weeks) in preparation of the concluding assessed project (S1-3) or final written assessments alternating with final projects (S4-5). **when** S1-5: homework is set as & when required & appropriate. **what** S1-5: There are three different types of tasks. (1) independent research complementing or continuing what had been covered in lessons, (2) consolidating learning including relevant vocabulary using a variety of formats, (3) revision in preparation for end of unit projects or written assessments in lesson time. **how** S1-5: Homework is usually communicated both orally during the lesson and set as an assignment on Google Classroom. **how long** S1-3: ca. 20min. S4-5: 20–30min.
Design	Lesson slides and student slides (early projects use worksheets) are uploaded on Google Classroom the morning of the lesson. Pupils work directly in student slides on Google Classroom in later projects. The expectation is, if a pupil misses a lesson, they check Google Classroom lesson/student slides to catch up with work by the next lesson. Homework is rarely set in Design, occasionally to finish a piece of written work not completed in class. Feedback is sometimes given as 'what worked well' and 'even better if' as a whole class comment/practice. Design folders with project work should stay in the Design room until at the end of the year, where work is taken home (folder stays in class from S1 to S3 inclusive). We follow the MYP Design cycle methodology.
Art	**S1–S3:** One 2 week assignment (A) per term/unit, supported by short weekly 20-minute tasks, mainly focused on completing or developing classwork.

	S4–S5: One larger A or D assignment per term/unit, with weekly B developing work to build skills, ideas and outcomes.
Music	**S1/2/3** only occasional ‘homework’, i.e. finishing a project that they have been doing in lessons; **S4/5** more independent research away from our lesson times, and preparation towards the performances as well as written course work
Library lesson S1	They have to read a book of their choice each term and present it orally to the rest of the class (quick summary and literary critique). The rest of the tasks are done in class.

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