



AMERICAN INTERNATIONAL SCHOOL OF LIMBE (AISL)

Homework Policy

Policy Number: AISL-ACA-005

Category: Teaching and Learning

Approved By: Board of Directors

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Review Cycle: Every Two Years

"At the American International School of Limbe, homework is designed to deepen understanding, reinforce classroom learning, develop independence, and cultivate a lifelong love of learning. Homework is purposeful, meaningful, and age-appropriate. It is never assigned simply to occupy students' time."

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1. Purpose

To establish clear expectations for meaningful, developmentally appropriate homework that reinforces classroom learning, promotes independent habits and respects student well-being.

2. Homework Philosophy

Homework reinforces, practices, applies and extends learning. It should never be assigned as busy work, punishment or to introduce entirely new concepts without classroom instruction.

3. Guiding Principles

Homework is purposeful, age-appropriate, balanced, differentiated, inclusive, manageable and respectful of family time, sleep, wellness and extracurricular activities.

4. Definition of Homework

Homework includes meaningful independent reading, practice, reflection, inquiry, research and project work that supports learning beyond the classroom.

5. Homework by Division

Early Years focuses on play, storytelling and family reading. Elementary emphasizes literacy, numeracy and practice. Middle and High School progressively build independence, research and time-management.

6. Age-Appropriate Homework Expectations

Division	Recommended Daily Homework
Day Care	No formal homework; family reading, songs, storytelling and play.
Preschool	10–15 minutes; shared reading and simple language and number activities.

Pre-K	15–20 minutes; reading, phonological awareness and number sense.
Kindergarten	20–30 minutes; reading, literacy and numeracy practice.
Grades 1–2	30–40 minutes including daily reading.
Grades 3–5	45–60 minutes including reading, mathematics, writing and projects.
Grades 6–8	60–90 minutes across subjects.
Grades 9–12	90–120 minutes depending on course load.

7. Daily Reading Expectations

Students are encouraged to read every day. Reading may be independent, guided or shared with family depending on age and ability.

8. Types of Homework

Practice, preparation, application, inquiry, reading, reflection and long-term projects.

9. Homework Quality Standards

Homework should have a clear purpose, reinforce classroom learning, encourage critical thinking and independence, and avoid repetitive worksheets or unnecessary volume.

10. Student Responsibilities

Complete assignments honestly, manage time effectively, ask for help when needed and communicate difficulties.

11. Teacher Responsibilities

Assign meaningful homework, coordinate workload across grade levels, provide clear instructions and timely feedback, and avoid assigning homework as punishment.

12. Parent Responsibilities

Provide a supportive environment, encourage routines and independence, and communicate concerns without completing assignments for students.

13. Learning Support & English Language Learners

Homework may be differentiated or modified in accordance with IEPs, accommodation plans or English language development needs.

14. Homework During Absences

Students should be given a reasonable opportunity to complete missed work after excused absences.

15. Long-Term Projects

Projects should include staged deadlines and sufficient class support to develop planning and research skills.

16. Holidays & Weekends

Homework over weekends and holidays should generally focus on reading, review or long-term projects rather than excessive written work.

17. Assessment & Homework

Homework is primarily formative and supports learning. Major summative assessments should not rely solely on homework completion.

18. Technology & AI

Technology should enhance learning. AI tools may only be used when authorized by the teacher and in accordance with the AISL Artificial Intelligence and Responsible Technology Use Policy.

19. Late or Missing Homework

Teachers will use supportive interventions before consequences, recognizing that occasional challenges may arise.

20. Policy Review

This policy will be reviewed every two years or sooner as educational research and school needs evolve.