

Man Kwan QualiEd College
2024-2025 Academic Year
Assignment Policy

(I) Foreword

Effective and beneficial homework helps students construct knowledge, enhance understanding, connect concepts, and provide opportunities to apply acquired skills. The purpose and quality of homework are more important than quantity, and there is no definitive correlation between the amount of homework and academic performance. Teachers should make good use of effective and beneficial homework, avoid mechanical drills, diversify homework assignments and give assignments' benefits to full play.

(II) General Principles and Strategies

2.1 Clear Objectives

Homework assignments should be aligned with curriculum guidelines and school curricula, and designed with clear learning objectives based on students' abilities and needs, while avoiding meaningless and mechanical drills or copying.

2.2 Diversified Homework Types

Various types and formats of homework should be adopted to cater for students' diversity. For instance, traditional paper-and-pencil tasks, reading assignments, experiments, exploratory activities, project-based learning, data collection, etc., are assigned to cultivate students' autonomous learning habits and abilities. Additionally, students can be arranged to present their learning outcomes through oral reports, presentations, short video production, or electronic platforms.

2.3 Homework Difficulty Aligned with Student Levels

Homework difficulty should match students' learning stages, learning objectives, abilities, needs, and life experiences. For example, attention should be paid to the length, speed, and depth of teaching materials (such as audio materials); Illustrations incorporated to aid understanding; and questions broken down into smaller parts. Such arrangements make it easier for students to grasp the content, complete their homework, and build confidence.

2.4 Adjust Learning Pace and Homework Volume Based on Student Abilities

Homework should be used to assist students in planning and regulating their learning pace, fostering good study habits and a diligent attitude. Teachers should adjust homework volume based on students' abilities, such as assigning odd or even-numbered questions; allowing students to complete unfinished classwork as part of their homework; dividing assignments into smaller tasks for easier completion. Teachers of different subjects should coordinate to avoid assigning excessive homework on the same day.

2.5 Support for Group Homework

Teachers should make appropriate arrangements (e.g., grouping, task allocation, peer tutoring) based on students' specific circumstances and provide opportunities, sufficient time, and assistance during group discussions and presentations.

2.6 Provide Simple, Clear, Specific, and Easy-to-Understand Instructions and Examples

When necessary, teachers should repeat instructions, prompts, and explanations, and ask students to repeat or attempt problems to ensure they fully understand the homework content and requirements.

2.7 Set Appropriate Expectations for Students

In addition to providing students with appropriate instructions, homework materials, auxiliary instruments, and assistance, and setting reasonable completion time, teachers should also regularly review and help students achieve expected learning outcomes. Teachers can make agreements with students to provide timely and appropriate rewards upon homework completion.

2.8 Provide Timely Feedback to Facilitate Student Progress

Teachers should provide students with timely feedback that is specific and constructive. Besides scores and grades, comments should be used to provide clear and detailed feedback.

2.9 Enhance Reading

Cultivate students' reading literacy should be cultivated by incorporating reading elements into assignment design, assisting students in transitioning from “reading to learn” to “cross-curricular reading”, laying a solid foundation for lifelong learning.

2.10 Regular Communication with Parents

To learn about students' learning progress and assignment issues, teachers should actively communicate with parents, especially at the beginning of the school term when homework submission issues are not yet severe. Communicate more with parents of students who frequently fail to submit homework and suggest that parents provide appropriate assistance and an environment for homework completion to help students improve. If necessary, teachers can also ask parents to record the time taken for students to complete each homework assignment and the assistance provided, to facilitate appropriate arrangements for future learning and assessment activities at school.

(III) Implementation Methods

3.1 At the beginning of each school term, each subject and grade level should develop a clear assignment plan. Assign students diversified homework after each lesson. Junior form

teachers should assign students at least 15 minutes of homework per lesson, while senior form teachers should assign at least 1.5 hours of homework per week.

3.2 Homework Forms: Diversified, which can include workbooks, worksheets, pre-class preparations, data collection, review and recitation, reports, project-based learning, presentations, electronic homework, reading textbooks or extra readings, etc.

3.3 Encourage arts subjects (Music, Visual Arts, P.E., Drama) teachers to assign at least 15 minutes of homework per lesson.

3.4 Homework Posting Arrangements

. For Form 1:

3.4.1 Subject teachers must write the day's homework on the homework board.

3.4.2 The class teacher of Form 1 should confirm that all students have copied the homework into their handbooks before announcing the end of school each day.

3.4.3 Teaching assistants will take photos of the homework board after school and upload them to the intranet (eClass) for parents to view.

. It is recommended that teachers of other forms also write the day's homework on the homework board and remind students to fill in their handbook, but photos of the homework board will not be uploaded.

3.5 Teacher Correction and Feedback

3.5.1 Score assignments with marks.

3.5.2 Teachers of the same subject and form should establish appropriate marking criteria and standardized scoring criteria.

3.5.3 Avoid using solely " [✓] " or " [✗] "; instead, point out students' errors to facilitate correction.

3.5.4 Provide students with timely, specific, and constructive feedback. Besides marks, use comments to provide clear feedback.

3.5.5 Incorporate encouraging and supportive comments in marking, praising students' efforts, encouraging them to develop diligent habits, solve problems, exercise creativity, and build confidence.

3.5.6 Teachers should record students' marks.

3.5.7 It is recommended that subject teachers return marked assignments to students within two weeks of submission for timely feedback, aiding students in learning from teacher evaluations.

3.6 Centralized Homework Tutoring Policy

3.6.1 Subject teachers of Form 1 to Form 6 can nominate students who fail to submit

homework to participate in centralized homework tutoring after school from Monday to Thursday, held at the Lecture Theatre.

3.6.2 Parents of students who need to participate in centralized homework tutoring after school will receive SMS notifications of the arrangement.

3.6.3 Teachers and teaching assistants on duty are responsible for taking the attendance and supervising students, while subject teachers need to personally collect students' homework during the relevant times.

3.7 Assessment

3.7.1 Teachers will assess students' punctuality, diligence, and homework quality four times a year. A homework performance assessment report will be distributed to parents afterwards (Junior Form).

3.7.2 Students' attendance at centralized homework tutoring will be tracked and included in their homework performance assessment reports.

(IV) Online Homework Record

4.1 Only applicable to form 1, providing a channel for students and parents to check the homework assigned for the day and submission dates from home.

4.2 Form 1 subject teachers must write the day's homework on the classroom homework board. teaching assistants will take photos and post them on the intranet eClass system after school.

4.3 Teachers of Form 2 to Form 6 may choose whether to input homework or use other methods for students to access.

(V) Centralized Homework Tutoring Policy

5.1 Purpose

5.1.1 Strengthen students' self-discipline in completing homework.

5.1.2 Provide a platform for teachers to effectively follow up on students who fail to submit homework.

5.2 Target Group

Form 1 to Form 6

5.3 Venue

Lecture Theatre

5.4 Dates

Monday to Thursday (excluding the first week of the first school term and the first week after two exams)

5.5 Time

5.5.1 From 3:45 to 5:30 p.m. after school

5.6 Guidelines

5.6.1 Subject teachers must fill out the centralized homework tutoring student list form.

5.6.2 Subject teachers should inform students in advance of the need for after-school homework tutoring.

5.6.3 Since subject teachers must personally collect students' homework at the Lecture Theatre, teachers with any off-campus activities scheduled for that day should not arrange students for homework tutoring on that day.

5.7 Teachers/Teaching Assistants on Duty

5.7.1 Class teachers and non-class teachers (on proportion) (excluding the Principal, Vice Principals, and Assistant Principals).

5.7.2 One teaching assistant.

5.8 Activity Priority

1. Representing the school in external competitions
2. Social services
3. Various T2 support groups
4. Pre-game practice for important team competitions / events (negotiated by teachers)
5. **Centralized homework tutoring**
6. School team practice
7. Extracurricular activities
8. Chinese, English and Mathematics remedial classes (specialized by Man Kwan QualiEd Professional and Continuing Education College)
9. Tutorial Classes
10. After-school tutoring

5.9 Record

5.9.1 The list of participating students will be recorded by the teaching assistant.

5.9.2 Attendance records of students and reports from teachers on duty (to be submitted by 5:30 p.m. on the same day).

5.9.3 Washroom usage record

5.9.4 Monthly statistics of students participating in homework tutoring will be compiled by teaching assistants and submitted them to class teachers.