

Ref.: 2022-09-D-84-en-1 [Assessment policy of the ES](#)

1. Introduction

At the European School Luxembourg I, homework is considered an integral part of the learning process. It provides pupils with opportunities to consolidate and extend their learning, develop independence and responsibility, and strengthen the partnership between school and home.

This policy is based on the Guidelines for Homework in the European Schools and reflects the values of the European Schools system, promoting pupil well-being, inclusion, autonomy, and academic achievement.

2. Aims of Homework

Homework should support learning by enabling pupils to:

- Consolidate and practice skills and knowledge acquired in class;
- Prepare for future learning;
- Develop independent learning habits and organisational skills;
- Foster responsibility and self-discipline;
- Encourage reading for pleasure and learning;
- Extend learning through creative and meaningful activities;
- Build confidence and resilience as learners.

Homework should always have a clear educational purpose and should contribute positively to pupils' learning experiences.

3. Guiding Principles

Homework should be:

- **Meaningful**

Tasks should be directly linked to classroom learning and contribute to the achievement of learning objectives.

- **Age-Appropriate**

Homework must be adapted to the developmental stage and abilities of the pupils.

- **Inclusive and Differentiated**

Teachers should consider the diverse learning needs of pupils and provide adaptations where appropriate, particularly for pupils receiving educational support.

- **Balanced**

Homework should support learning without creating excessive workload or stress.

- **Promoting Independence**

Pupils should be able to complete most tasks independently.

- **Focused on Quality**

The quality and educational value of homework are more important than the quantity assigned.

4. Types of Homework

Homework may include:

- Reading activities;
- Practice and reinforcement of skills taught in class;
- Vocabulary learning;
- Mathematical practice;
- Research activities;

- Creative projects;
- Preparation for presentations;
- Reflection tasks;
- Long-term assignments.

Teachers are encouraged to vary homework tasks and provide opportunities for creativity, inquiry, and personal engagement.

5. Recommended Homework Time

The amount of homework should remain reasonable and age-appropriate.

Year Group Recommended Daily Homework Time

P1	Up to 10–15 minutes
P2	Up to 15–20 minutes
P3	Up to 20–30 minutes
P4	Up to 30–40 minutes
P5	Up to 45 minutes

These guidelines do not include daily reading activities, which are strongly encouraged at all levels.

Teachers should remain flexible and consider individual pupils' needs.

6. Reading

Reading is a cornerstone of learning and should be encouraged throughout the Primary cycle.

Pupils are expected to engage in regular reading activities in their Language 1 and, where appropriate, in additional languages.

Reading may include:

- Independent reading;
- Shared reading with family members;
- Library books;
- Class reading projects;
- Reading journals or reflections.

The primary goal is to develop a lifelong enjoyment of reading.

7. Homework During Holidays

In line with the principles of well-being and balanced development:

- No compulsory extensive homework should be assigned during school holidays.
- Reading activities are strongly encouraged.
- Optional enrichment activities may be proposed.
- Long-term projects may occasionally extend over holiday periods when pedagogically justified.

Holiday periods should allow pupils time for rest, family life, cultural experiences, and personal development.

8. Roles and Responsibilities

Teachers

Teachers are responsible for:

- Assigning meaningful and purposeful homework;

- Clearly explaining tasks and expectations;
- Ensuring homework is differentiated when necessary;
- Coordinating workload appropriately;
- Providing feedback where relevant;
- Monitoring the impact of homework on learning and well-being.

Pupils

Pupils are expected to:

- Complete homework to the best of their ability;
- Submit homework on time;
- Develop good organisational habits;
- Seek clarification when they do not understand a task;
- Take increasing responsibility for their own learning.

Parents

Parents play an important supportive role by:

- Providing a suitable environment for learning;
- Encouraging positive study habits;
- Showing interest in their child's learning;
- Supporting independence and responsibility.

Parents are not expected to teach new content or complete homework on behalf of their child.

9. Educational Support

Homework should reflect the principles of inclusive education.

For pupils receiving General, Moderate, or Intensive Support, homework may be:

- Adapted in quantity;
- Modified in complexity;
- Supported through alternative formats;
- Linked to individual learning goals where appropriate.

The objective is to ensure equitable access to learning while maintaining high expectations for all pupils.

10. Well-Being and Work-Life Balance

The European School Luxembourg I recognises the importance of balancing academic learning with family life, leisure activities, physical exercise, and emotional well-being. Homework should never become a source of excessive stress or negatively impact on a child's well-being.

Teachers, parents, and pupils should work together to ensure that homework remains a positive and constructive element of the educational experience.

11. Review of the Policy

This policy will be reviewed periodically to ensure alignment with the Guidelines of the European Schools, educational research, and the evolving needs of the ESL1 community.