



HOMework POLICY

Version No.	Draft 1.0	Version Date	30/7/2020
Changes/Additions/Deletions made by Mark Heironymus			
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Purpose

Homework is an integral part of a student's education. It is used to consolidate learning that has taken place in the classroom, encourages the development of positive study habits which are vital to success in higher education, and provides an avenue where school and home can be linked together in partnership.

Homework is most effective when it:

- is clearly related to class work;
- is appropriate to particular years of schooling;
- is varied and differentiated to individual learning needs;
- consolidates, revises and/or applies students' classroom learning;
- develops students' independence as a learner;
- assists students to prepare for upcoming classroom learning;
- is monitored by the teacher.

Implementing the school homework policy

Teachers help students establish a routine of regular, independent study by:

- setting homework on a regular basis that is varied, challenging and related to classroom learning;
- clearly communicating the purpose, benefits and expectations of all homework;
- explicitly teaching strategies to develop organisation and time-management skills;
- giving consideration to the need for students to have a balanced lifestyle;
- checking homework regularly and providing timely and useful feedback;
- communicating with parents and carers any problems students experience with homework and suggesting strategies to assist.

Students take responsibility for their own learning by:

- recording all homework and due dates for assessment in their School Planner;
- discussing with their parents or caregivers homework expectations and tasks;
- organising their time effectively to manage school, home and community obligations and commitments;
- completing homework tasks within set time frames;
- seeking assistance in a timely manner when difficulties arise;
- following up on comments made by teachers.

Parents and caregivers can help their children by:

- encouraging them to organise their time effectively and balance the amount of time spent completing homework and engaging in family/recreational activities;
- encouraging students to plan their term responsibilities so that the study/assignment load is balanced across weeks;
- taking an interest in what homework their children have been given; discussing topics and key questions or directing them to information sources;
- encourage them to read and to take an interest in current local, national and international events;
- contacting the relevant teacher to discuss any concerns about the nature of homework assigned or their child's approach to the homework.

It is useful to think of homework and private study as being one of three types.

1. **Set Tasks** – These are exercises or other challenges set by the teacher to be done at home as a follow up to, or preparation for, work being studied in class time. These would usually have to be completed by the next lesson. Examples might be finishing an allocated number of questions, reading the next chapter, finding the answer to some problem.

2. **Assignments** – These are often a key part of the assessment for a unit of work. Time will be allocated both in class and at home for their completion, and students need to organise their time wisely to make sure they are able to complete all the work to the required standard and on time. Drafts will need to be submitted to prove that work is in progress and to assist in teacher feedback.

3. **Study** – This is not, as a rule, set by a teacher. It is recommended that students spend some time each evening reviewing the work covered during the day and previewing work for the following day. Students could check their understanding of new work or practice some of the skills learned which will be assessed later. It could be as simple as explaining to parents what they have learnt in each class. This reviewing and verbalising of what has been learnt helps reinforce and aid retention of the learning. Students are expected to keep an accurate and neat record of set homework and dates of assessment in the appropriate pages of this book.

Expected Time Commitment: (in line with EQ Policy)

- Years P-2: 1 hour per week minimum
- Years 3-4: 2-3 hours per week minimum
- Years 5-7: 3-4 hours per week minimum
- Year 8-10: 5 hours per week minimum
- Years 11-12: 10 hours per week minimum (Tertiary Pathway)
5-10 hours per week (Vocational Pathways)