HOMEWORK POLICY

RATIONALE

Homework is considered to be an integral part of the school experience. It is considered complementary to and consistent with the learning experiences in the classroom. It establishes habits of study, concentration and self-management, which will serve students both at and beyond school. Homework can also reinforce the notion that school and learning are very important and that work competed at home is recognised, appreciated and praised.

PURPOSE

1. To assist students to develop worthwhile study habits, which will equip them with strategies to promote independent learning.
2. To develop a range of skills in identifying and using information sources.
3. To provide valuable opportunities for students to develop responsibility, perseverance, self-discipline and time management skills.
4. To provide opportunities to practise, extend and consolidate work done in class.
5. To be conscious that homework does not encroach upon extra-curricular experiences that students enjoy and from which they gain considerable benefit.
6. To provide opportunities for positive support roles for parents/guardians to assist their children.
7. To reaffirm the role of parents/guardians as partners in education.
8. To strengthen home-school links.
9. To provide parents/guardians with insights into what is being taught in the classroom and the progress of their children.

GENERAL PRINCIPLES

Homework is most beneficial when:

1. It is challenging and purposeful, but is not so demanding that it has adverse effects on the student’s motivation.
2. It is well co-ordinated and teacher expectations are well communicated.
3. It is set on a regular basis and establishes a routine of home study.
4. It develops the core learning skills of inquiry, independent study and self-management.
5. It is educationally beneficial and meets the realistic expectations of teachers, parents/guardians and students.
6. There should not be any homework demands that necessitate parents teaching their children ‘how to do’ tasks.
Considerations

1. The amount of time spent on homework will depend on the age of the students, their ability, home environment and extra-curricular activities including family and cultural obligations.
2. It is important to consider the needs of the students who have learned difficulties, as it is unreasonable to expect them to spend extended amounts of time on work which could be stressful and not lead to improvement.
3. It is important that teachers are aware of equity issues when setting homework that relies upon the use of technology. Students who do not have access to technology should not be disadvantaged.
4. Students of all ages should have opportunities for free time, leisure and physical activities outside of school.

Expectations of Students

1. Students are expected to allocate sufficient time at home to complete unfinished class work, to complete research for projects and to practise their literacy and numeracy skills.
2. Reading daily is considered to be one of the most important homework elements for all students.
3. No formal homework is set for Kindergarten students.
4. Homework will not be set for weekends or over holiday periods.
5. Each student has a homework diary/planner, which is used as a means of communication between home and school. Students are expected to use the diary/planner appropriately and regularly.
6. Students are expected to demonstrate pride in their homework by completing the work to a high standard and returning it within the given time frame.
7. Students are encouraged to seek assistance from teachers and parents/guardians when difficulties arise, including the amount of time spent on homework.

KINGSTON CAMPUS

Preparatory, Grade 1 and Grade 2

1. It is suggested that a maximum of ten (10) minutes per evening be allocated for Preparatory, Grade 1 and Grade 2 students.
2. Students may take home readers and spelling lists nightly.
3. At the teacher’s discretion, occasional completion of work, research activities and collection of items relevant to particular areas of study may be given on an informal basis.

Grades 3 & 4

1. It is suggested that a maximum of twenty (20) minutes per evening be allocated for Grades 3 and 4 students.
2. Depending upon the type of tasks that are required to be completed at home, homework may be set:
   - At the beginning of the week for completion by the end of the week.
   - For completion by the next school day e.g. Reading and Spelling.
   - As a short or long term project where a completion date is nominated by the teacher.
HUNTINGFIELD CAMPUS

Grades 5-10

1. There is no specified time allocation for homework per night. There is an expectation, however, that the time allocation would be commensurate with the work given and grade level of the student.

2. Homework should be suitably challenging and purposeful to the level at which each student is capable of working. It is inappropriate to set homework that is unrelated to class work.

3. Students should not be set homework on Fridays for completion during weekends. It is a reasonable, however, for students to be asked to complete work that should have been completed before the weekend.

4. It should not necessitate the use of the internet.

5. Homework setting takes into account the students’ home responsibilities, family arrangements and extra-curricular activities such as clubs, sport and part-time employment.

6. Regular revision of skills is an ongoing part of homework and students should be increasingly encouraged to take responsibility for the practice of these skills.

7. Feedback and follow-up of homework are provided regularly to students.

8. Co-ordination across learning areas is essential to accommodate competing demands in regard to homework and so that students are not overloaded with homework. It is important that equity and balance are maintained.

Responsibilities of Teachers

1. Homework that is set has clear and full directions for the students and is relevant and complementary to class learning experiences. Printed worksheets will not normally be utilised for homework, unless there is a clear and demonstrable value in their use.

2. The purpose and benefits of the homework that is set is explained to students and their parents/guardians.

3. Teachers make students aware of what is expected of them and how their work will be assessed.

4. Teachers review, mark and provide feedback to students, and parents/guardians, where appropriate, about their homework.

5. Work is marked promptly and appropriately.

6. Teachers return homework promptly to students.

7. Teachers are responsive to parent concerns about circumstances, which may impact upon the completion of their children’s homework.

8. Teachers are committed to set homework that is consistent in practice across the College and is in accordance with this policy.

What can Parents/Guardians Do to Help?

1. Take an active interest in your child’s homework.

2. Support your child in setting time aside each day for homework.

3. Encouraging and supporting your child to complete homework.

4. Provide a dedicated place for homework and study.

5. Assist teachers to monitor homework by signing completed work if requested and be aware of the amount of homework set.

6. Communicate with teachers any concerns about the nature of homework or your child’s approach to homework.
7. Encourage your child to read and take an interest in current events.
8. Alert the College to any domestic circumstances or extra curricular activities which may need to be taken into consideration when homework is being set or marked.
9. Parents/guardians are encouraged to use the homework diary/planner as a means of written communication between home and school. Email may also be used as a means of communication between parents and teachers.

**EVALUATION**

This policy will be reviewed as part of the College’s Policy review cycle.

Implemented: June 2007
Amended: July 2010