



Homework Policy Kindergarten – Year 12

Purpose:

At Lumen Christi Catholic College student achievement is promoted in a supportive and positive environment. Homework is a large factor in holistic learning involving both school and home in partnership. Students, staff and parents share goals for achieving ongoing success in learning. Homework is part of this and includes out-of-school tasks assigned to preview, review and extend classroom work. At Lumen Christi Catholic College, teachers assign homework to reinforce the lessons taught in the classroom, stimulate further interest in the topics taught, and develop independent study skills.

Policy:

a) Practice

Practice tasks reinforce newly acquired skills or knowledge. These tasks are most effective when carefully evaluated by the teacher, when matched to the ability and background of the individual student, and when students are asked to apply recent learning directly and personally in their own environment.

b) Preparation

Preparation tasks are intended to provide background information. Such tasks could include readings of the class text, library research, collecting materials for a class activity and other tasks requiring the gathering or organising of information before a class. Effective preparation tasks require guidelines on how and why the task should be completed.

c) Extension

These tasks encourage individualised and creative learning by emphasising student initiative and research. These long-term continuing projects that parallel class work, require students to apply previous learnings.

School procedures for Homework:

Homework is assigned by the class teacher during the lesson. Students note the homework task and the due date in their student diary. When collecting, checking or correcting homework, a message is made by the teacher in the student/ parent portal of Sentral if homework tasks are repeatedly not attempted.

Time Allocation:

For homework to be effective, it needs to become part of the student's out-of school routine. Time should be devoted regularly to each Key Learning Area according to a study schedule. The amount of time needed increases as the student progresses through the school.

Suggested times:

Individual students need to allocate differing amounts of time according to requirements and interest.

Suggested daily allocations: Year 11&12: 2 hours plus (6-7 days per week)

Suggested daily allocations: Year 9&10: 1½– 2 hours (5-6 days per week)

Suggested daily allocations: Year 7 & 8: 1 – 1½ hours (4-5 days per week)

Suggested daily allocations: Year 5 & 6: 45 minutes - 1 hour (4 days per week)

Suggested daily allocations: Year 3 &4: 30 - 45 minutes (4 days per week)

Suggested daily allocations: Year 1 & 2: 20 – 30 minutes (3 days per week)

Suggested daily allocations: Kindergarten – 10 - 20 minutes (3 days per week)

Note: All students in primary classes are expected to read every day and record their reading in their diaries [Years 3 – 6] or in their Home Reading Record Book. [Kindergarten – Year 2]

Purposes of Homework:**Homework:**

- is a valuable part of schooling
- allows for practising, extending and consolidating work done in class
- provides training for students in planning and organising time
- develops a range of skills in identifying and using information resources
- establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives
- strengthens home - school links
- reaffirms the role of parents and caregivers as partners in education
- provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children
- challenges and extends gifted and talented children.

General Principles:

Homework is most beneficial when:

- it reinforces and extends classwork and consolidates basic skills and knowledge
- it is challenging and purposeful, but not so demanding that it has adverse effects on the student's motivation
- parents or caregivers are involved in the formulation and implementation of the school's homework policy
- students take responsibility for their homework, supported by their parents or caregivers
- it is well coordinated and teacher expectations are clearly communicated
- it is set on a regular basis and establishes a routine of home study
- teachers set suitable amounts of homework which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students
- it takes into account students' home responsibilities and extracurricular activities such as clubs, sport and part-time employment
- it is marked promptly and accurately
- feedback and follow-up are provided regularly to students
- it develops and extends the core learning skills of inquiry and independent study.

High School Years 7-12 (Stages 4, 5 and 6):

In high school, homework should develop in students habits of reviewing work undertaken in class. It is expected that homework will be set on a regular basis in each subject.

Coordination across faculties is essential to accommodate competing demands in regard to homework, assessment tasks, assignments and examination preparation. This is particularly important in the senior years of high school.

There are times when students should be provided with the opportunity to negotiate the amount, type and timeframes of homework.

The quality of homework will be enhanced by students getting expert advice about homework and study skills through seminars and study days. This is important right across high school, not only in senior years.

Many schools find homework diaries useful to develop students' organisational skills and time management, and to improve home-school communication. As students move into the senior school it is expected that homework demands will increase.

Primary School Years K – 6 (Stages ES1, 1, 2, 3):

In primary school, homework should begin to develop in students, habits of reviewing work undertaken in class. Homework is usually set via a matrix that provides a range of options for students and directly relates to the classroom program.

It is expected that homework will be set on a regular basis by the class teacher, in weeks 2 – 9 each term. Spelling lists will be sent home each week for students in Years 1 – 6..

Reading, as outlined, is a daily event. Mathematics revision is also expected to consolidate classroom instruction.

From time to time, students will be expected to complete research projects. It is also acceptable for teachers to expect students to complete any unfinished work, where appropriate.

There are times when students should be provided with the opportunity to negotiate the amount, type and timeframes of homework.

Many schools find homework diaries useful to develop students' organisational skills and time management, and to improve home-school communication. Homework diaries are supplied for students in Years 3 and 4. Students in Years 5 and 6 use the electronic diary via their I pads. For students in Years 5 and 6, homework is delivered electronically, using a range of iPad apps and online links.

Expectations:

Parents and caregivers can help by:

- taking an active interest in homework
- ensuring that there is time set aside for homework
- encouraging and supporting students to complete homework
- providing, where possible, a dedicated place and desk for homework and study
- encouraging their children to read and take an interest in current events
- assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set
- communicating with teachers any concerns about the nature of homework and their children's approach to the homework
- alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

Teachers can help by:

- explaining to students and their parents or caregivers the purpose and benefits of homework
- ensuring students and parents or caregivers are aware of the school's homework policy
- providing quality homework activities related to classwork
- setting a suitable amount of relevant homework which is appropriate to the ability of each student
- ensuring that students are aware of what is expected of them, and how their work will be assessed
- giving students sufficient time to complete their homework, taking into account, as far as possible, competing home obligations and extracurricular activities and homework set by other teachers
- marking homework promptly and appropriately, maintaining homework records and providing feedback to students and parents or caregivers
- alerting parents or caregivers of any developing problems concerning their children's homework and suggesting strategies that they can use to assist their children with their homework.

Students can help by:

- being aware of the importance of homework
- being aware of their school's homework policy
- completing homework within the given time frame
- alerting parents or caregivers to homework expectations
- seeking assistance from teachers and parents or caregivers when difficulties arise
- showing their homework to their parents or caregivers (this is perhaps not as important in senior high school years)
- ensuring homework is of a high standard
- organising their time to ensure that sufficient time is given to quality homework within set deadlines.

References:

Related Policies:

Forms:

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