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Policy Number

Homework Policy PK - 12

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Endorsed by	Principal
Responsibility	Dean of Studies
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To whom issued	College staff, parents, students

Rationale

The Lake Joondalup Baptist College acknowledges that homework is a valuable part of schooling and allows for practising, extending and consolidating work done in class. It establishes habits of study, concentration and self-discipline which will serve students for the rest of their life. It is therefore the College's policy that all students should engage in homework practice and the following guidelines are laid out so that parents, teachers and students can adopt a format which is most applicable to their current need.

Homework Guidelines

1. Introduction

Research examining time spent on homework, including large-scale international studies, shows wide variation in the amount of time spent on homework and the associated academic benefits. The number of out-of-school hours per day spent on homework is positively related to student academic achievement but reaches a point where too much appears to be detrimental.

Overall it seems that some homework is better than too much or none at all; however, the time spent on homework needs to consider, and be responsive to, the student's age and development.

It is with this research in mind that the Lake Joondalup Baptist College wishes to propose the following guidelines for parents, caregivers, students and teachers of our College community.

2. Purposes of homework

Homework:

- should be considered a valuable part of schooling and can be used formatively to ascertain where the gaps are in student understanding of concepts
- 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 sources
- establishes habits of study, concentration and self discipline which will serve all 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 children

3. General principles

Homework is most beneficial when:

- it reinforces and extends class work 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 well 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 extra curricular activities such as clubs, sport and part time employment
- it is marked promptly and accurately or used in the next class
- feedback and follow up are provided regularly to students
- it develops and extends the core learning skills of inquiry and independent study

4. Guidelines for types of homework

- The amount of time spent on homework will depend on the age of the student, their ability, home environment and extra-curricular activities including family and cultural obligations.
- It is important to consider the needs of students who have learning difficulties as it is unreasonable to expect them to spend extended amounts of time on work which will be stressful and not lead to improvement.
- It is also 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.
- Students of all ages should have opportunities for free time, leisure and physical activities outside of school.

The four main types of homework are:

4.1. Practise exercises which will provide students with opportunities to review, revise and reinforce newly acquired skills, such as:

- practising for mastery – spelling
- revising information about a current topic
- consolidation exercises – maths, tables
- reading for pleasure
- essay writing

4.2. Preparatory homework which will provide opportunities for students to gather background materials for a unit of study, making them better prepared for future lessons, including:

- background reading or pre-reading (flipped classroom)
- researching topics for a class unit of work
- collecting items

4.3. Extension assignments which will encourage students to pursue knowledge individually and imaginatively, including:

- writing
- making or designing an art work
- investigating
- researching
- information and retrieval skills such as using a home computer to find material on the Internet

4.4. Study/Preparation for Examinations

For Secondary students, it is important that sufficient time be set aside for exam preparation and study. As part of regular homework, all students should be consistently reviewing new learning from each of their subjects. This review is essential preparation for examinations and tests. There should be no outstanding assignments that encroach upon study or exam week/s, nor should any research assignments be set during this examination period.

5. Recommended homework practice

5.1 Primary Homework

Primary homework is set according to the needs of the students within the year group. Tasks are often open ended to provide opportunities for students to be challenged and extended. Homework is not set for weekends or holidays, however from time to time a task may flow over these periods and for some year groups the homework may run over a two-week period. Students in Years 3-6 are given a homework diary. Homework is set by classroom teachers and may differ slightly within a cohort. This is to provide the best opportunities for teachers to respond to the learning needs of the students within their classrooms. When a task is not understood or the demands of the family routine prevent homework from being completed within the allocated timeframe, parents are asked to write a note or email the classroom teacher. The classroom teacher will work with the parents to support their child.

Junior Kindergarten, Kindergarten and Pre Primary Homework

Formal homework will not be set for these Early Years classes. All activities at home or play can assist children to develop essential knowledge and skills including literacy, numeracy and problem solving. These are often done in the context of family activities including:

- shopping
- preparation of food
- listening to stories, learning songs and nursery rhymes
- discussion about what is happening at school
- reading
- library borrowing
- family outings

Kindergarten students will take home a Library Literacy Backpack each fortnight. Contained within the backpack will be several texts for shared reading, a prompt card for supporting families in engaging students in rich conversations around the text, a puppet and often an educational game.

Pre Primary students will begin to take home a book each week from the Shared Reading program mid way during Term 1 of the year. Prompt cards may be supplied to support families in engaging students in rich conversation around the text. At all times, parents/guardians are encouraged to read to their children of all ages, and to facilitate the child's reading for pleasure.

Year 1 and 2 Homework

Year 1 and 2 students will take home a book regularly from the Home Reading program during the year. Parents/guardians are asked to please check and sign the Reading logs. At all times, parents/guardians are encouraged to read to their children of all ages, and to facilitate the child's reading for pleasure.

Year 1 and 2 students will also take home a few class sight words and spelling words to practice.

Year 3 and 4 Homework

Homework aims to provide our students with opportunities to consolidate the skills and concepts they have learned at school. It allows for positive communications to take place between home and school. It may establish good routines, which create good learning habits for our students as they move through the College.

Year 5 and 6 Homework

Year 5 and 6 student will use their diary to record their homework, record finishing off work and manage assignments and project work. Teachers aim to build on the students own personal organisation skills and independence essential for later learning.

5.1. Secondary Homework

Years 7 – 12 (45 – 120 minutes per day)

From Years 7 to 12, homework should develop in students good habits of reviewing work undertaken in class. It is expected that homework will be set on a regular basis in each subject; however, it is important that coordination across learning areas is done so that students are not overloaded with competing demands. If a student receives too much homework for any one period of time, it is essential that he/she negotiates with the teacher concerned so that equity and balance can be maintained.

6. Expectations

6.1 Years 7 – 12 (45 – 120 minutes per day)

From Years 7 to 12, homework should develop in students good habits of reviewing work undertaken in class. It is expected that homework will be set on a regular basis in each subject; however, it is important that coordination across learning areas is done so that students are not overloaded with competing demands. If a student receives too much homework for any one period of time, it is essential that he/she negotiates with the teacher concerned so that equity and balance can be maintained.

6.2 Seminars and study days

During Upper Primary and Secondary years, the quality of homework will be enhanced by students receiving expert advice about homework and study skills through seminars and study days as well as assessment free weeks.

6.3 The Student Organiser (Primary students do not have Student Organisers)

The Lake Joondalup Baptist College Student Organiser is intended to help with the organisation of assignments and homework tasks. Students will be given advice on how to use the Student Organiser at the commencement of each year.

- each student is expected to carry the Student Organiser to every lesson
- all homework and special events should be recorded
- the Student Organiser is a guide for parents to check on the setting and completion of all homework and may also be used for communicating with a teacher

6.4 All Students in the Secondary College may access homework through the College Online Learning Platform, SEQTA Learn. Homework is maintained on the Learning Platform throughout the year and is supported by any relevant electronic study materials set for the day.

- 6.5 How can I help as a parent or caregiver?
- 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 children to read and take an active 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 the 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
- 6.6 How can I help as a teacher?
- explain to students and their parents or caregivers the purpose and benefits of homework
 - ensuring that students and parents or caregivers are aware of the College's Homework Policy
 - providing quality homework activities related to class work
 - ensuring that students are aware of what is expected of them, and how their work will be assessed
 - giving sufficient time to students to complete their homework, taking into account as far as possible competing home obligations and extra-curricular 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
- 6.7 How can I help as a student?
- by being aware of the importance of homework
 - by being aware of the College's Homework Policy
 - by checking SEQTA Learn on a daily basis and ensuring that additional information around homework and study is recorded in the College Organiser
 - completing homework within the given time frame
 - recording the time spent on homework
 - alerting parents or caregivers of homework expectations
 - seeking assistance from teachers and parents or caregivers when difficulties arise, including the amount of time spent on homework
 - for Primary School students – showing homework to parents or caregivers and for Secondary School students – discussing homework and homework issues with parents or caregivers
 - ensuring homework is of a high standard
 - organising time to ensure that sufficient time is given to quality homework within set deadlines.

Source: Department of Education and Training NSW