



## **Homework Policy**

Homework is an opportunity for you to participate in your child's education. Homework complements and reinforces classroom learning and fosters lifelong study habits.

### **Homework should be:**

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate, open ended
- assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities

### **Homework Guidelines:**

- The organisation of homework should be flexible and enable students to participate in activities outside the school environment
- Teams will develop homework tasks according to the needs of the children in their classroom
  - that enhance, consolidate and reinforce classroom learning
  - Which have shared assessment criteria to develop common understandings of the behaviours they are looking for e.g. rubrics
  - That explore ways of recording home reading that demonstrates learning
- Over a period of time homework should present a variety of tasks to cater for individual learning styles and individual needs
- Students and teachers will have a clear understanding of the purpose of the homework and give feedback on the students' efforts. This may take a variety of forms
- Reading will be a major component of the homework for all year levels (see Home Reading Policy)
- There will be ongoing communication between students, parents and staff regarding homework. The homework policy will be available to all families in English, Vietnamese, Chinese and Hindi

### **Implementation**

- Children will be given the opportunity to ask questions to clarify their understandings of the task and its relevance to their current learning

- Homework expectations will be shared at the initial parent teacher interviews orally and in writing. Parents will be informed of student homework habits through a comment in the June and December reports
- Homework tasks will be set at students levels of understanding and capabilities
- The homework tasks are part of the on-going teaching and learning in the classroom, students who are unable to complete set tasks will find themselves not as able to contribute. Students who complete tasks shall receive positive reinforcement. Opportunities for support will be set up where possible
- When an established pattern of non-returning of homework is identified the teacher and parents will explore the reasons and follow up where appropriate

### **Types of homework**

This table describes the type of homework that meets these expectations.

Type	Description
Practice exercises	<p>Provide opportunities for students to apply new knowledge or to review, revise and reinforce newly acquired skills, such as:</p> <ul style="list-style-type: none"> <li>• reading for pleasure</li> <li>• practising spelling words</li> <li>• practising physical education skills</li> <li>• writing essays and other creative tasks</li> <li>• practising and playing musical instruments</li> <li>• completing consolidation exercises for Mathematics</li> </ul>
Preparatory homework	<p>Provides opportunities for students to gain background information so they are better prepared for future lessons, such as</p> <ul style="list-style-type: none"> <li>• collecting newspaper articles</li> <li>• researching topics for class work</li> <li>• reading background material for History</li> <li>• reading English texts for class discussion</li> <li>• revising information about a current topic.</li> </ul>
Extension assignments	<p>Encourage students to pursue knowledge individually and imaginatively, such as:</p> <ul style="list-style-type: none"> <li>• writing a book review</li> <li>• researching local news</li> <li>• finding material on the Internet</li> <li>• making or designing an art work</li> </ul>

## Homework Times

<b>Prep</b>	<ul style="list-style-type: none"><li>• should not be seen as a chore</li><li>• enables the extension of class work by practising skills or gathering of extra information or materials</li><li>• will mainly consist of daily reading to, with, and by parents/carer or older siblings</li><li>• Reading is part of the time allotment</li><li>• <b>will generally not exceed 30 minutes a day or be set on weekends or during vacations.</b></li></ul>
<b>Year 1/2</b>	<ul style="list-style-type: none"><li>• should not be seen as a chore</li><li>• enables the extension of class work by practising skills or gathering of extra information or materials</li><li>• will mainly consist of daily reading to, with, and by parents/carer or older siblings</li><li>• Reading is part of the time allotment</li><li>• <b>will generally not exceed 30 minutes a day or be set on weekends or during vacations.</b></li></ul>
<b>Year 3/4</b>	<ul style="list-style-type: none"><li>• should not be seen as a chore</li><li>• enables the extension of class work by practising skills or gathering of extra information or materials</li><li>• will mainly consist of daily reading to, with, and by parents/carer or older siblings</li><li>• Reading is part of the time allotment</li><li>• <b>will generally not exceed 30 minutes a day or be set on weekends or during vacations.</b></li></ul>
<b>Year 5/6</b>	<ul style="list-style-type: none"><li>• should include daily independent reading</li><li>• should be coordinated across subjects in secondary schools to avoid unreasonable workloads for students</li><li>• may extend class work, projects and assignments, essays and research</li><li>• Reading is part of the time allotment</li><li>• <b>will generally range from:</b><ul style="list-style-type: none"><li>○ <b>30 to 45 minutes a day at Year 5/6</b></li></ul></li></ul>

## Helping students

Parents and cares can help students with their homework by:

- encouraging a regular daily session to examine and complete homework
- discussing key questions or suggesting resources to help with homework
- helping to balance the time spent between homework and recreational activities
- asking how homework and class work is progressing, and acknowledging success
- attending the school events, productions or displays their child is involved in
- talking to teachers about any homework problems
- checking if homework has been set
- ensuring upper primary and secondary students keep a homework diary
- reading texts set by teachers
- discussing their child's responses to set texts and asking to see their completed work

- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the family's culture, history and language

Teachers can help students with their homework by:

- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- helping students establish a home study routine
- giving students enough time to complete homework, considering home obligations and extracurricular activities
- assessing homework and providing timely and practical feedback and support
- making effective use of homework diaries for upper primary and secondary students
- coordinating the allocation of homework by different teachers in secondary schools
- helping students develop organizational and time-management skills
- ensuring that students have good information skills
- ensuring parents and carers are aware of the school's homework policy
- developing strategies within the school to support parents and carers at becoming active partners in homework

**This policy was last ratified by School Council dated October 2013**