



## Elizabeth College Homework Policy

### PURPOSE

To outline to our school community the Department for Education, Children and Young People's and Elizabeth College's policy requirements relating to homework.

### SCOPE

This policy applies to students and all staff responsible for setting and monitoring homework at Elizabeth College. The audience for this policy also includes parents/carers.

### DEFINITION

Homework can be defined as tasks assigned to students by teachers that are meant to be carried out during non-class hours.

Study is revision and reinforcement of work covered. Study can include but is not limited to:

- Completion of class work
- Preparing for assessments (formative and summative)
- Revision of past work
- Daily reviews of work covered in class
- Reading of non-fiction and fiction texts
- Maintenance of practice/training routine.

### GUIDELINES

Homework and study can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations.

Homework and study have several purposes:

- To organise class notes
- To consolidate the knowledge acquired at school
- To develop skills including literacy, numeracy, and ICT
- To learn how to solve problems
- To explore topics by further research
- To take responsibility for learning
- To develop initiative and independent learning
- To gain understanding of information
- To improve performance
- To prepare for tests and exams
- To complete assessments

Homework can be effective in supporting learning if it:

- Is short, frequent, and monitored by the teacher
- Is clearly related to class work (and therefore the curriculum) and feedback is provided by the teacher or through a self or peer marking process
- Is used to facilitate the achievement of learning outcomes
- Is varied and differentiated to individual learning needs
- Is supported by the explicit teaching of the dispositions and skills associated with being able to learn independently
- Consolidates, revises and/or applies students' classroom learning
- Develops students' independence as a learner through extension activities such as investigating, researching, writing, designing and creating
- Assists students to prepare for upcoming classroom learning such as formulating ideas, collecting relevant materials or completing surveys or questionnaires
- Allows time for family, recreational, community and cultural activities and employment pursuits relevant to the student's age, development and educational aspirations
- Is achievable and leads to an increase in students' self-confidence
- Is disassociated from any form of punishing students or a means of discipline.

## **RECOMMENDED AMOUNTS**

Will vary according to learning needs, individual learning programs and course requirements, although, as a guide, 4.5 hours per week for each Level 3/4 subject and 2 hours per week for each Level 2 subject including VET. This includes work set by the teacher and personal study. The suggested hours listed should be evenly distributed so that work can be completed in each subject and should vary at peak times. Homework will predominantly be expected to be completed independently. It may be set in all subjects, and students may be expected to prepare for assessment tasks and study for exams.

Teachers are mindful of setting tasks that are manageable, worthwhile and monitored. Teachers of different curriculum areas are mindful of the quantity and time requirements associated with homework set for students and give consideration to time required for other learning areas of the curriculum. Teachers will ensure adequate time is provided during the term for completion of assessment tasks to avoid the need for homework during term break. It is, however, reasonable to expect students undertaking Level 3 and 4 subjects to study during term breaks, especially leading into Term 4 and in the lead up to final assessments/exams.

Students are strongly encouraged to use their 'Study Line' (4.5 hours per week) to support them to meet homework requirements.

If students have a part time job, they should not work excessive hours as this can negatively impact on their ability to complete assessment tasks, homework, study and ultimately, attainment at college. It can also contribute to poor general health.

## **SUPPORT**

Parents/carers are encouraged to communicate with their child's Home Group or subject teacher/s with any concerns or queries regarding homework.

Students are encouraged to make use of available tutorials and study support, and to access the support of their Home Group teacher, subject teachers, or Student Services if they have any concerns.

Parents and students should be aware of the importance of maintaining a balance between home study, leisure and work commitments.

Students are expected to:

- ensure they know what homework is required of them each evening
- let their teacher know if they don't understand the set task and seek clarification in a timely way
- establish regular routines to complete homework including study
- meet the timeline for the task including spending time preparing over the weekend and holidays if that is required
- attempt tasks with appropriate effort and commitment
- negotiate with their teacher any adjustments to set deadlines if there are extenuating circumstances only
- become increasingly self-regulated in completing revision and review
- allow time for thinking, reflecting and discussion of learning at home
- engage in reading to be informed, challenged, to promote curiosity and creativity as well as to improve overall literacy outcomes.

Parents/carers can help by:

- encouraging their child to do their best work
- talking about learning goals and asking questions about learning strategies and progress
- having an expectation that their child does homework/ study based on the recommended amounts
- acknowledging that a set time is dedicated to homework
- assisting in the development of effective time management habits
- providing space and opportunity at home for effective learning, that is quiet and comfortable, with good lighting and ventilation and appropriate resources
- asking to see assessment tasks
- talking about feedback received and reports
- encouraging reading (fiction and non-fiction)
- providing their child's teacher with prompt feedback if your child is experiencing any difficulties and communicate any homework issues to the teacher in person or by a phone call
- providing their child with encouragement to be increasingly independent
- celebrating achievements.