



CORINDA STATE HIGH SCHOOL

HOMEWORK POLICY

RATIONALE

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

OBJECTIVES

- To support and extend classroom learning.
- To develop positive study habits.
- To develop a responsibility for self-learning.

IMPLEMENTATION

- The school's homework policy will be accessible to parents through the school website.
- All students will be allocated student planners at the commencement of the school year or on enrolment.
- Classroom teachers will set daily homework where appropriate to each child's skill level and age.
- Homework activities should be interesting, challenging and where appropriate, open-ended.
- Each set task must be purposeful, meaningful and relevant to the current classroom curriculum. Drill and practice activities are to be avoided.
- All homework activities must be assessed with feedback and support provided by teachers.

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 Queensland 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.

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, support 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 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.

TYPES OF HOMEWORK

The amount of time that students are expected to spend on homework will depend upon the age, ability, home environment and extracurricular activities of students, including family and cultural obligations. It is very important that students consolidate their day's work by doing regular homework and revision. Home study does not consist of written work only. It includes the study of all that has been taught during the day, and regular revision of past work.

The three main types of homework are:

Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- Consolidation exercise eg maths
- Practising for mastery eg spelling words, definitions
- Revision and critical reflection to consolidate learning
- Practising words or phrases learnt in a language other than English
- Reading for pleasure
- Essay writing

Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- Background reading
- Reading eg English text / novel for class discussion
- Researching topics for a class unit of work
- Collecting items eg geometric shapes

Extension assignments – encouraging students to pursue knowledge individually and imaginatively, including:

- Writing eg a book review
- Applying knowledge and skills in new contexts eg a topic of interest, an authentic local issue
- Making or designing something eg an art work
- Investigations eg science, social science
- Pursuing knowledge individually and imaginatively eg investigating, researching, writing, designing, making

- Researching eg history, local news
- Information and retrieval skills eg using a home computer to find material on the Internet
- Monitoring eg advertising in particular newspapers.

Wherever possible homework should recognise the place of technology in today's world and the benefits of using technology such as home computers, E-mail and the Internet for organising and accessing information.

SUCCESSFUL PRACTICE

In High School, homework should develop in student's habits of reviewing work undertaken in class. The following is to operate as a guide in determining the amount of set homework that students might be expected to undertake. It is of course open to parents to consult with a student's teacher about additional materials or practice exercises with which parents can assist their children at home.

In the Middle Phase of Learning (years 8 & 9) some homework can be completed daily or over a weekly or fortnightly period and may:

- Include daily independent reading
- Be coordinated across different subject areas
- Include extension of class work, projects and research.

Homework in years 8 & 9 could be up to but generally not more than 5 hours per week.

In the Senior Phase (years 10, 11, 12) the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure that a balance is maintained between the various demands of study, sporting, recreational, cultural or part-time employment activities.

Student planners need to be sighted and signed regularly by parents to assist in developing students' organisational skills and time management, and to improve home-school communication.

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
- Ensuring homework is of a high standard
- Organising their time to ensure that sufficient time is given to quality homework within set deadlines
- Utilising their assessment planner to organise and manage time and balance with other commitments.

INFORMATION FOR PARENTS / GUARDIANS

It is advised that Parents obtain a copy of the Semester Assessment Calendar which is provided to every student at the beginning of each semester. This is also published on the School website. This will assist parents in supporting home study and organization to ensure students are up to date with submission of work and well prepared for assessment. This should be taken into consideration as part of the student's homework routine.

CONCLUSION

It is expected, and indeed essential, that students do some form of home study each week night, if they wish to succeed in their secondary education. Prescribed homework may not be set in every subject every night, but the industrious student, in this case, will endeavour to review work done in class during that day, or work on upcoming assessment pieces.