

## **HOMEWORK POLICY**

### **Rationale**

Homework provides students with opportunities to consolidate their classroom learning, develop 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 and employment where appropriate.

### **Aim**

At Earnshaw State College, we aim to provide homework that enhances student learning and will be:

- purposeful and relevant to students needs
- appropriate to the phase of learning (early, middle and senior)
- appropriate to the capability of the student
- varied, challenging and clearly related to class work

### **Early Phase of Learning (Prep to Year 3)**

In the Early Phase of Learning, all activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

#### **Prep**

In the Prep Year, homework focuses on home reading to, with and by parents, caregivers and other family members, phonics consolidation and sight word practise each day.

#### **Years 1 to 3**

Homework in Years 1, 2 and 3 could be up to but generally not more than one hour per week.

Homework tasks may include:

- daily reading to, with, and by parents, caregivers or other family members
- daily sight word practise
- preparation for oral presentations
- opportunities to write for meaningful purposes.
- practise of familiar mathematical concepts
- activities building on knowledge of phonics

#### **Middle Phase (Years 4 to 9)**

Homework includes independent reading, spelling, number facts and connection to the topics and may include extension of class work, assignments, projects and research.

#### **Years 4 and 5**

Homework in Years 4 and 5 could be up to but generally not more than two hours per week and differentiated according to individual needs.

#### **Years 6 to 9**

Homework in Years 6 to 9 could be up to but generally not more than three to four hours per week and differentiated according to individual needs.

#### **Senior Phase (Years 10 – 12)**

Homework in Years 10, 11 and 12 will vary according to the young person's learning needs and individual programs of learning.

## **HOMEWORK POLICY**

Homework engages students in independent learning to complement work undertaken in class through:

- Revision and critical reflection (practising for mastery)
- Applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- Pursuing knowledge individually and imaginatively (Investigating, writing, researching, designing, making)
- Preparing for forthcoming classroom learning (collecting relevant materials, items, information)
- Preparing, planning and/or producing information for upcoming assessment tasks

### **Consistent approach - Teacher responsibilities**

- teachers will make clear the expectations at the start of each term
- homework may be digital or in hard copy
- activities will revise, consolidate and/or practise skills and concepts directly linked to the current curriculum and may focus on basic literacy and numeracy skills (as outlined in the purpose section)

### **Parent and student responsibilities**

- parents and students collaborate to decide the best times for homework noting the recommended weekly time allocation and organising their time to manage home obligations, participation in physical activities and sports, recreational and cultural activities.
- parents should encourage children to take responsibility for their learning and organisation of time