

HOMEWORK / HOMELEARNING

AUSTIN COVE BAPTIST COLLEGE Policy Management

Adopted by:

Principal Primary
Principal Secondary

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HOMEWORK / HOME LEARNING

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Purpose

At Austin Cove Baptist College, we believe that home learning is a valuable aspect of the learning process and it contributes to the development of sound study habits. Some students regard home learning as work set by the class teacher which is due to be checked by that teacher within a given time frame. However, home learning should be viewed as learning activities of any sort that take place outside of the class contact time.

Learning is enhanced through the provision of opportunities to review, reinforce and apply what has been learned at school. Home learning also enables parents to become aware of what students are studying at school and monitor student ability in various areas of study.

Primary School Years 1 – 6 Policy

The Primary School Staff believe it is important that students are expected to attempt homework four days a week. This incorporates:

- Work, in various areas of the curriculum set by the teacher, usually on a weekly basis
- Reading (silent and oral)
- Specified tasks or assignments set by the teacher.

It is expected that parents provide the necessary amount of supervision, that their children have a suitable place to complete their home learning tasks and that it is adequately completed. If a parent observes that their child is regularly exceeding the suggested time after working diligently, they should discuss the matter with the class teacher. The following are suggested times per evening:

Kindergarten	No formal homework
Pre-Primary	10 minutes
Year 1 and 2	20 minutes
Year 3 and 4	30 minutes
Year 5 and 6	45 minutes

Home work that is set by the teacher should be given and marked on a weekly basis. The student diary should be used to record the homework and any related correspondence between the home and the school.

Secondary School Years 7 – 12 Policy

1. There are two main categories of home learning in which students will be involved:

i. Review Work

This may be initiated by the students as study or revision of topics covered in class or for a specific assessment. This is an important part of the learning process as it helps students to reinforce skills, knowledge and understandings from class work. It also enables students to reinforce and perfect their study techniques and build their confidence as they master specific units of work.

ii. New Learning

This type of work may be initiated by the student or the teacher. The aim of this work can be twofold:

- to introduce a new topic or piece of knowledge e.g. An explanation of a time period in History.
- to acquire new skills and understanding based on work already covered e.g. a new Mathematics concept that builds on the skills and principles already learned over time. This type of work is often set as a challenge for students and helps them to learn through a process of prior knowledge and problem solving.

2. Students are expected to complete home learning on a regular basis. This incorporates:

- Work set by the teacher, usually on a weekly basis.
- Learning Journals - review of the day's new work. (See *Learning Journal*)
- Revision.

3. The following is a guide to the quantity of home learning to be undertaken at each Year level. There will be times when these suggested timings are exceeded especially prior to examinations and the submission of major assessment work.

Year 7	45 min to 1 hour	4 to 5 times per week
Year 8	1.5 hours	4 to 5 times per week
Year 9	2 hours	4 to 5 times per week
Year 10	2.5hours	4 to 5 times per week
Year 11	2.5 hours	5 to 6 times per week
Year 12	3 hours	5 to 6 times per week

4. All home learning should be written in the College diary. Set homework that is not completed will be followed up by the teacher and if necessary, the parents are informed of regular or repeatedly missed and incomplete work.
5. Management of study and home learning time is a crucial factor in academic achievement. Students are encouraged to create a study/home learning timetable. Students receive instruction in class groups on study and home learning planning. Parents are encouraged to read the students' diary pages and become familiar with set homework as well as due dates for assessments. The latter are available on the College website.
6. The positive effects of homework for students with special needs should be the same as those for other children. The following needs to be considered:
 - Homework should be differentiated to suit individual needs
 - Teachers should ensure that students with special needs understand homework tasks well
 - Parental involvement is advisable and should be ongoing rather than intermittent.