

1. Rationale

We believe that all students can learn given the right time and resources. Additionally, we believe that learning takes place in a variety of contexts and not just within the confines of the school day. To that end, we believe that homework is an opportunity for students to consolidate their learning out of class by: complementing and reinforcing classroom learning; fostering good habits of lifelong learning, self-discipline, concentration, and study; and, by providing an opportunity for students to be responsible for their own learning.

Homework creates a mechanism to undertake regular practice at committing time and organisation to a dedicated task. Student progressively undertake homework to practise skills and knowledge while developing study practices to prepare for the rigours of assessment.

The regular setting of homework by teachers is school policy. The nature, frequency and volume of homework set are left to the professional judgement of teachers in consultation with Heads of Learning and students with the guidance of this policy. Teaching practice should comply with the guidelines set out in the following Homework Policy.

2. Principles

Homework should be:

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- part of the teaching and learning process

Types of homework that meet these requirements include:

- **Practice exercises** - providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills, such as:
 - completing consolidation exercises
 - practising for mastery
 - practising words or phrases learnt in Italian
 - reading for pleasure
 - writing essays and other creative tasks
 - practising physical education skills
 - writing up practical work
- **Preparatory homework** - providing opportunities for students to gain background information so they are better prepared for future lessons, such as:
 - reading background material or texts for class discussion
 - researching topics for class work
 - revising information about a current topic
- **Extension assignments** - encouraging students to pursue knowledge individually and imaginatively, such as:
 - writing something e.g. a book review
 - making or designing something e.g. an artwork
 - finding material on the Internet - information and retrieval skills
 - monitoring advertising in a newspaper.
 - multimedia projects
- **Directed Revision** – encouraging students to use deliberate strategies for revising learning material, including:
 - Revision note making
 - Practice responses
 - Mindmapping
- **Assessment** – completion of section of out-of-class assessments such as investigations and portfolios

3. Responsibilities

As part of developing our students into independent, responsible, and resilient people for the world, we believe that the students themselves must take responsibility for the organisational requirements of completing homework. Moreover, we believe that the learning of our students is a whole-community effort, and the responsibilities in relation to homework are as follows:

The responsibility of the student

To get the most out of the homework that is set, students will:

- record the homework in their diary
- complete the homework to the best of their ability
- complete study for at least the recommended homework time if homework is not set
- get a note from a parent where there is a reasonable excuse for non-completion

The responsibility of the teacher

To enable students to get the most benefit for their learning from homework, teachers will:

- set homework that is achievable within a reasonable time
- ensure that the homework connects to the learning in class
- check that homework has been completed and use strategies to evaluate whether the students achieved the outcome of the homework
- record non-completion of homework in SEQTA
- require students to meet with them at lunch time to discuss incomplete or poorly completed homework at the teacher's own discretion.

The responsibility of the parent

As the first educators of our students, parents can support their sons by:

- supporting the College's culture of high expectations by supporting your son to develop a consistent homework routine
- supporting your son to be resilient by encouraging him to communicate directly with his teacher for himself when he has difficulty
- supporting your son to be accountable for his learning

The responsibility of the Head of Year

To monitor the whole learning of students, Heads of Year will:

- model effective homework practices in their own teaching
- monitor homework records to identify students who regularly do not complete homework
- require students to meet with them at lunchtime to discuss
- communicate with families where non-completion of homework is impeding learning
- liaise with teachers, Heads of Learning, Learning Diversity, and other staff where case management is required.

The responsibility of the Head of Learning

To ensure that homework supports learning, Heads of Learning will:

- model effective homework practices in their own teaching
- develop effective homework practices in their teams
- ensure that teachers set, monitor and follow-up on homework as per policy
- support staff to ensure that the homework connects to the learning in class
- provide professional learning and support to help teachers develop effective homework strategies
- monitor homework records and take relevant actions, including providing intervention when a student's regular non-completion of homework is centred on their learning area
- liaise with teachers, Heads of Year, Learning Diversity, and other staff where case management is required.

4. Procedures

The aim of procedures in relation to homework is to put in place practices that support homework as an effective support for the learning of students.

Setting of homework

The following points guide the setting of homework:

- The teacher will set the homework during the lesson and display this on the board or electronically for students
- The students will record homework in their diary
- Homework, however defined, should be guided by the following:
 - The table below shows the norms for what students can expect from homework, keeping in mind that the flow of a school term may include times when homework is more intensive.

Year level	Recommended time for nightly homework/study	Note
Year 7-8	40-90 minutes	The amount of time required to complete homework will vary according to the nature of the student's programme of study and the timing and composition of the subject assessment structure
Year 9-10	60 – 120 minutes	
Year 11-12	1-3 hours	

Non-Completion of Homework

When homework is not completed, the following actions will occur:

- The teacher will make a record of the homework in SEQTA. This note will appear on the dashboard for parents.
- The teacher may require the student to meet with them at lunchtime to complete the homework or engage in other support for their learning. This is not a detention; rather, it is a teacher putting aside time to support the student.
- The Head of Year may require the student to meet with them in the student's own time to discuss homework or engage in support to get the student to engage with their homework.
- Where non-completion becomes more common, the Head of Year will make contact with the family of the student to discuss measures to support engagement with homework.
- When non-completion becomes an ongoing concern, the issue becomes more serious. The regular non-completion of homework represents a disengagement from learning that will be addressed with countermeasures set by the Head of Year, which may include requiring the student to attend an after-school detention to be set by the Head of Year.

Non-Completion of Assessment

Non-completion of assessment tasks is more serious than non-completion of homework. Strategies to address this are managed through the **Assessment Policy**.

5. Review History

Year	Reviewed by:	Amendments / Review
2021	CLT; ALT; PLT	Review of Policy. Changes to Responsibilities and Procedures.