

Homework Policy



Homework Policy Bookmarks

This policy sets out the homework expectations of students enrolled at The Gap State High School.

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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 considers the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

Relevant Policy Documents

- Department of Education - [Homework](#)
- P-12 Curriculum, [Assessment and Reporting Framework](#)
- The Gap State High School Engagement Policy
- Homework at The Gap State High School Link to our Website

Homework Policy Aims

The Gap State High School Homework Policy aims to ensure:

- consistent and effective implementation occurs throughout the school
- the amount of time students are to spend in completing homework
- the amount of homework is balanced across all learning areas
- students are not disadvantaged by the lack of access such as computers/internet
- homework is effective in supporting learning.

Homework Objectives

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

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

Types of Homework

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

Preparatory homework is designed to provide 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 e.g. English text / novel for class discussion
- Researching topics for a class unit of work

Extension assignments

Extension assignments are designed to encourage students to pursue knowledge individually and imaginatively, including:

- Writing e.g. a book review
- Applying knowledge and skills in new contexts e.g. a topic of interest, an authentic local issue
- Making or designing something e.g. an art work
- Investigations e.g. science, social science
- Pursuing knowledge individually and imaginatively e.g. investigating, researching, designing/making
- Researching e.g. history, local news
- Information and retrieval skills e.g. using a home computer to find material on the Internet
- Monitoring e.g. 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.

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 used with discretion.
- Homework activities can be assessed with feedback by peers or teachers.
- 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.

Time expectations

The time spent on homework varies with the age of the student. Research indicates that the effect of homework increases with age to be substantial by the senior years. An easy way to remember the appropriate amount is to assign 10 minutes per night, per year level [e.g. Year 7 s would study 10min x 7 or 70 minutes per night]. This can be spread over the week to account for other student and family activities but it is good to have regular times for homework.

In practice we recommend the following times:

- Junior School 1¼ – 1½ hours per night
- Senior School 1½ – 3 hours per night

In the Junior Years (Years 7, 8 & 9), students should be completing set homework and developing greater independence as they set their own study routines. 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.

Teachers role successful homework routines

- 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 considers students' home responsibilities and extracurricular activities such as clubs, sport and part-time employment
- Feedback and follow-up are provided regularly to students
- It develops and extends the core learning skills of inquiry and independent study.
- is clearly related to class work
- is varied and differentiated to individual learning needs
- consolidates, revises and/or applies students' classroom learning
- develops students' independence as a learner through extension activities

Parents role successful homework routines:

It is important to note that the parent role needs to remain productive and support positive interactions during 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
- making sure that students have the resources to complete homework.
- Communicating with teachers any concerns about the nature of homework and their children's approach to the homework
- Monitor homework by signing completed work and being aware of the amount of homework set
- Alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

- asking clarifying questions that help students summarise what they have learned.
- asking to see the homework and having your child explain the work to you.

Students role successful homework routines

- Have a regular routine and time.
- Develop a weekly home learning planner (modify it after two weeks if there are problems).
- Have an area where they can learn without unnecessary distractions.
- Have a short break every 45 – 60 minutes.
- Focus on what they are doing.
- Ask for teacher assistance if, after reading and thinking about a section of work they do not understand.

Students not completing homework

Students who do not complete homework tend to perform below their ability. They also become at-risk of falling behind in their studies and failing to meet assessment responsibilities. Homework is essential for students to prepare for assignments and examinations, as well as consolidating classroom learning. Consistent failure to complete set homework tasks can impact the 'Effort' result recorded on the student's report card. Students in the post-compulsory phase of learning (15+ years of age or Year 11 and above) can become at-risk of Cancellation of Enrolment if 'Effort' results are consistently low.

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.