

## **HOMEWORK POLICY**

### **PURPOSE**

The purpose of the College Homework policy is to outline the implementation and intent of homework at Eastside Lutheran College.

### **SCOPE**

This policy applies to all teachers, support staff, students and parents/ guardians of the College and provides information on the expectations of their roles, responsibilities, and requirements.

### **DEFINITIONS**

Homework: All school work, research work, assessments, projects, or study that occurs outside of College teaching hours.

### **RATIONAL AND OBJECTIVES**

The College Homework policy aims to provide:

- Students with daily practice with reading
- Opportunity, where needed for daily reinforcement of basic concepts
- Development of time management and organisational skills
- Purposeful out of class learning that enhances their education and general knowledge

### **ROLES AND RESPONSIBILITIES**

#### **LEADERSHIP**

- Oversee the development, implementation, and review of the policy
- Ensure policy is in line with the Curriculum Framework, Teaching and Learning Framework and Assessment and Reporting Framework

#### **STUDENTS**

- Accept responsibility for completion homework in the required timeframes and with the appropriate effort and presentation
- Discuss with their teacher any limitations that will hinder completion of homework

## **TEACHERS**

- Ensure that homework is explicit, purposeful, differentiated and student centred
- Use feedback to assist with the future development of skills
- Provide clear expectations that are communicated with both students and parents
- Students individual home circumstances must be taking into consideration when setting homework and timeframes. (Students in care and students in multiple home dwellings may need extra assistance with organisation and quantity of homework.)
- Any child with an identified learning need or obvious executive functioning issues, must have homework appropriately differentiated including assistance with organisation and structure
- Communicate with parents if student is consistently not completing homework
- Homework must be marked, and records of results kept for reporting purposes
- In Secondary, consideration and communication need to be at the forefront when setting subject specific homework. Where possible integrated homework will be most beneficial (Communication with other teachers is the key.)

## **PARENTS**

- Support student in completing homework by providing time, space and resources required
- Communicate with teacher if homework is not completed or if there is concern regarding homework content

## TIME ALLOCATION

PRIMARY				
YEAR LEVEL	SUGGESTED TIME ALLOCATION	REQUIRED	OPTIONAL	NOTES
Kindergarten	As per Kindergarten guidelines	N/A	N/A	N/A
Foundation	Maximum 10 min for sit down activities	Reading Letters & Sounds	Show and Tell activities Number work	<ul style="list-style-type: none"> <li>- Reading is to be parents to child whilst student has grasped letters and sounds</li> <li>- Readers are not to be sent home before Term 2 unless discussed with DoTL</li> </ul>
Junior Primary: Yrs 1-3	Maximum 15 min for sit down activities	Reading Letters & Sounds Sight Words Number Work	Show and Tell activities	<ul style="list-style-type: none"> <li>- Number work: basic number facts and consolidation of work students can do (Times Table revision)</li> <li>- Reading: Home readers to be sent home should be at a student fluent ability level not at instructional level</li> <li>- Spelling: Multisensory Activities (Not Look/ Say/ Cover/ Write/ Check)</li> </ul>
Upper Primary: Yrs 4-6	Up to 30min sit down activities.	Reading Spelling Number Facts/ Operations	Project work	<ul style="list-style-type: none"> <li>- Number work: basic number facts and consolidation of work students can do (Times Table revision)</li> <li>- Reading: Home readers to be sent home should be at a student fluent ability level not at instructional level</li> <li>- Students who are fluent readers should be challenged with chapter books</li> <li>- Spelling: Multisensory Activities (Not Look/ Say/ Cover/ Write/ Check)</li> <li>- Project work is to be scaffolded. Student MUST have clear assessment task sheet and rubric</li> </ul>

<b>SECONDARY</b>				
<b>YEAR LEVEL</b>	<b>SUGGESTED TIME ALLOCATION</b>	<b>REQUIRED</b>	<b>OPTIONAL</b>	<b>NOTES</b>
Junior Secondary: Yrs 7-8	Up to 60 min per night	Reading Spelling Number Facts/ Operations Assignment work	Consolidation work for review	<ul style="list-style-type: none"> <li>– Reading must be part of the English program and students should be engaged at their individual reading level</li> <li>– Spelling is to be part of the English program and must be multisensory and relevant</li> <li>– Number facts and operations is to consolidate what is being explicitly taught in class and must be at students' individual level</li> <li>– Assignment work is to be scaffolded and students must be provided with explicit instructions, assessment outline and rubric</li> </ul>
Middle Secondary: Yrs 9-10	Up to 90min per night.	Reading Assignments	Consolidation work for Review Incomplete work	<ul style="list-style-type: none"> <li>– Students are to develop the skills for in depth independent research. All assignment work is to be scaffolded and students must be provided with explicit instructions, assessment outline and rubric</li> <li>– Incomplete work is only to be set if student has had sufficient time and the work was differentiated to their capability and is incomplete due to poor time management and behaviour</li> </ul>
Senior Secondary: Yrs 11-12	Up to 60-90min per night.	Reading Assignments	Review of work for Assessments	Homework should be in line with TASC/ VET requirements and may include independent research and assessment tasks.