



Homework

Policy and Procedures

Prepared by	Head of Middle School
Number of Pages	Nine
Date Revised	February 2021
Date for Review	October 2023
Monitored by	College Executive
Review By	College Executive

Table of Contents

Table of Contents	2
Learning at Home	3
What is Homework?	3
Why is homework necessary?	4
Aims of Homework	4
Christian Perspective	4
How should students view Homework?	4
1. Immediate Study	5
2. Long Term Study	5
3. Tips for optimising the effectiveness of students' work at home	5
Implementation guidelines for teachers	6
Timeframe Expectations	7
Implementation at Y7-12	8
Stage 4	8
Stage 5	9
Stage 6	10
Weekly Homework	10
Appendices	11
1. Parents and Caregivers can help by:	11
2. Teachers can help by:	11
3. Students can help by:	11

Learning at Home

Effective learners know that learning does not simply take place in the classroom. It takes place in our minds through the construction of new thoughts, memories and patterns of thinking.

Effective learners are active, questioning, resourceful and reflective about their learning in class and at home.

At the end of each school day, effective learners take time to reflect upon the major knowledge, understandings and skills developed during the day. They identify what has been learnt and what needs to be consolidated or completed.

They then set clear goals for the afternoon or evening's learning at home and they work efficiently so that they have time to address aspects of their learning or assigned tasks that need attention.

Here are some specific questions to guide students' reflection on their learning.

Parents/Guardians should encourage students to ask themselves questions such as:

- What made sense today in subject "X"? What did I not understand?
- Do I need to contact a classmate or my teacher to get help?
- Are my notes from today useful? Do I need to supplement them by referring to my textbook?
- How did today's work relate to the rest of the topic?
- Could I explain the major ideas and concepts that we are learning now to someone else? If not, I probably do not have a full understanding. What should I do about this?
- Can I give clear meanings of new terms introduced over the last few days? If not, I need to develop a vocabulary list and meanings for each term.
- Can I list the major subtopics and/or ideas/learning goals of this topic? If not, I need to review what we have done, generate a list or a mind map and read about what is coming up.

What is Homework?

'Homework' should be seen as any out-of-class learning or assigned task. It may be set by teachers as extension or elaboration of classroom work, but students should also perceive it as including their own review, preparation for upcoming work or assessment, assignment work or reading. With this view of homework, it is clear that it is a central part of their total learning experience.

Homework should be a purposeful experience that consolidates, extends and/or enriches the school's educational programmes. It should be viewed by students, parents and teachers as an activity that is valuable and deserving of attention, out of school hours.

Homework has the potential to further the school/home partnership in the education of the child. It is a means by which aspects of the school's program are introduced into the home setting. It can assist in the clarification of the school aims, the classroom objectives, the methods of teaching and learning fostered by the school, and the needs of the child.

Homework may include elements of creativity, physicality, rote learning, revision, skill building, investigation, research, planning, study, completion of unfinished work or preparation for upcoming lessons. It should be adjusted to meet the individual needs and capacities of students. It should not be seen as an unnecessary intrusion into the home, which is in its own right, a place of learning, particularly in the early years.

The type and related timeframe expectations will correlate to the guidelines set down by the Heads of Sub-school.

Ultimately, students need to develop sound patterns of independent discipline and study in order to achieve academic success. Consistency and organisation are key components here.

Why is homework necessary?

1. It provides the opportunity for extra individual work, allowing practice and consolidation of work done in class or research and preparation for future learning.
2. It provides teachers with feedback on how well students know and understand class learning and an opportunity to assess students' progress and mastery of learning.
3. It develops effective learning habits and self-discipline, training for students in planning and organising time, and encourages them to own and take responsibility for learning.
4. Most importantly, it establishes the idea that learning is not something done only at school but is ongoing and involves input from parents, family and influences other than teachers.

Aims of Homework

Within the context of Junior, Middle and Senior School:

1. To train pupils in effective time and work management, encouraging students to enjoy and use their God-given abilities, wisely.
2. To enable pupils to assimilate and consolidate work given at school.
3. To provide a foundation for future learning situations in the classroom.
4. To cultivate habits of self-directed investigation and reading, and to awaken in pupils the desire to extend themselves in intellectual, cultural and recreational pursuits.
5. To enable parents to keep in touch with their child's progress.
6. To develop the realisation that learning can take place in a variety of environments: the home; the community; the library, the outdoors, etc.
7. To provide opportunities to consolidate basic skills.
8. To extend independent research skills and self-confidence.
9. To encourage students to be self-directed and self-motivated, capable of applying themselves to learning regimes when away from the formal school environment.
10. To allot homework at both class and individual level to compensate for a child's specific learning needs or to extend a capable pupil.
11. To present parents with the opportunity to assist and encourage their children in the pursuit of life-long learning.

Christian Perspective

All work at Charlton Christian College should express a Christian Worldview. This includes the need to work hard as our reasonable service to God for His goodness to us.

Not many things in life can be achieved without hard work, consistency and effort. It is important that students develop life-long skills. Even Paul talks about running the race of the Christian life, something that he had to put in extra effort into achieving the best he could. God wants us to live strong, fulfilling, disciplined lives.

How should students view Homework?

Homework should be viewed as comprising two components: 'Immediate Study' and 'Long Term Study'.

1. Immediate Study

- Practice - Practice homework is used to practice and reinforce skills they have already learned in class.
- Completion - Completion homework is used to complete tasks assigned in class
- Preparation - Preparation homework helps to prepare students for subsequent lesson units. Homework of this type helps provide opportunities to gain background information in order to increase learning for an upcoming lesson.
- Extension - Extension homework assignments require students to produce self-selected projects which allow them to apply and analyse information presented in class.
- Creative - Creative homework offers students the opportunity to think critically and engage in problem-solving activities. Creative assignments encourage them to put a variety of skills and concepts together and to demonstrate understanding in new situations.

2. Long Term Study

Long Term Study is homework that is not specifically set by staff. It is not an 'extra'. During effective study, powerful learning occurs. When studying, students reflect on their learning and progress and undertake activities that they believe will be most beneficial for their learning.

Depending on the subject and learning required, activities could include:

- Summarising
- Note-taking
- Reading
- Concept mapping
- Doing exercises
- Memorising
- Speaking
- Practising
- Rehearsing

3. Tips for optimising the effectiveness of students' work at home

1. Doing set tasks and study in the same room, at the same desk and chair, and at the same time provides a routine that is conducive to productive work.
2. Monitoring the time spent on each subject and homework task and undertaking a variety of tasks helps keep the mind active.
3. Thinking about the extent of personal understanding and progress is vital for effective learning.
4. Having a 5 minute break every 30 minutes is very effective.
5. During breaks, it is best to move out of the study area and do something completely different. This has been found to make the study time far more productive.
6. Maintaining an organised work space helps the clarity of their thinking.
7. Explaining to others and having someone ask them questions is also helpful because it forces students to verbalise their thoughts.

Implementation guidelines for teachers

1. All set homework should be relevant and achievable.
2. Homework should be age-appropriate and generally, made up of material that reinforces, not introduces new concepts and skills.
3. Any homework that introduces new content or skills should contain suitable support material and/or resources to ensure the learning and its application is achievable.
4. If a student regularly does not complete/submit homework, the classroom teacher will make a note of it in their diary (MS & SS) and follow-up as required.
5. If homework still continues to be incomplete, a diary note, a phone call or email will be used to inform parents and gain their support and assistance in developing this important learning habit. (Cases of repeated offences will be assessed on an individual basis and possible detentions or loss of privileges may occur).
6. In as much as possible, homework should not rob students of reasonable relaxation time, the ability to participate in family activities and/or extra-curricular opportunities.
7. If homework is too difficult for the child parents should be requested to sign off on the work finished and inform the classroom teacher of their child difficulties.
8. Homework should be checked and/or marked by the teacher.
9. Use different types of homework with thought given to purpose and effectiveness of each:
 - Practice - to reinforce classroom learning.
 - Prepare - eg pre-reading in advance of a classroom activity.
 - Extend - give assignments which allow students to apply a skill or concept to a "new" situation.
 - Create - give assignments which require integration of many skills and concepts to produce 'new learning'. Analysis, synthesis and evaluation skills may be involved. The product may be anything from a book review, to a research report, an original song or artwork.
10. K-6 homework should be planned by teachers and given out on a weekly/fortnightly basis.
11. When appropriate, provide support for parents on how to assist their child with homework.
12. Homework is not to be thought of as an 'add on' activity or time filler.
13. Students are to write homework in their diaries (MS/SS)
14. There is no such thing as having "no homework". Students should revise concepts taught in class regularly in order to consolidate knowledge.
15. To assist students with managing their homework and assessment loads, consideration will be given to the timing of summative assessments throughout a year.
16. Homework should be given regularly and will be due within a reasonable timeframe, with consideration given to homework expectations in other subject areas and timetable constraints.
17. Except for Senior School students, assessments should not be given which are to be completed solely over a holiday period.
18. Additional or enrichment homework should be set to enrich students who are exceeding grade expectations and/or would benefit from extension.
19. Reduced or modified homework should be set for students requiring support and help students to overcome individual weaknesses.

Timeframe Expectations

Each student K-6 is expected to read for a set amount of time each night as a part of their homework routine.

GRADE	TIME
K-2	15 minutes per night+ reading + housework
3-4	30 minutes per night + reading + housework
5-6	45 minutes per night including reading.
7-8	60 minutes per night.
9-10	90 minutes per night.
HSC	120 – 180 minutes per night

NB: this time allocation excludes time required to complete take home assessment tasks

The College LIFE Centre is open for students to complete homework after school until 4pm Monday-Thursday, where students have access to computers, printing and Wi-Fi.

Implementation at Y7-12

Stage 4

- For students in Years 7-8 (60 mins/day):
- Each day - 15 minutes per night per period taught (a double period generates 30 mins)
- Analysis of a Year 8 timetable shows how these guidelines ensure the Homework policy is enacted.

YEAR 8							
	Pd 1	Pd 2	Pd 3	Pd 4	Pd 5	Pd 6	TIME
Day 1	8TTMW	8ENG	8EIN	8MAT	8PDH	8PDH	45-60
Day 2	8ENG	8DRA	8EIN	8MAT	8CLS	8GEO	45-60
Day 3	8GEO	8MAT	8VIS	8VIS	8MUS	8MUS	30-60
Day 4	8SCI	8CHA	8ENG	8ENG	8GEO	8TTMW	60
Day 5	8PDH	8MAT	8TTMW	8TTMW	8SCI	8SCI	60
Day 1	8PDH	8MAT	8TTMW	8TTMW	8SCI	8GEO	45-60
Day 2	8ENG	8GEO	8VIS	8MAT	8MUS	8SCI	60
Day 3	8SCI	8SCI	8GEO	8GEO	8EIN	8MAT	75
Day 4	8ENG	8SCI	8PDH	8PDH	8CLS	8DRA	30-45
Day 5	8ENG	8ENG	8MAT	8FUEL	8FUEL	8FUEL	45

Stage 5

- For students in Years 9-10 (90 mins/day):
- 15 minutes per night per period taught
- Homework to be given in all subjects excluding (CLS, Invictus and Equip)
- Analysis of a Year 9 timetable shows how these guidelines ensure the Homework policy is enacted.

YEAR 9							
	Pd 1	Pd 2	Pd 3	Pd 4	Pd 5	Pd 6	TIME
Day 1	9SCI	9GEO	9PHD	9PDH	9MAT	9ENG	90
Day 2	9CLS	9ENG	9FOO	9FOO	9GOE	9TMA	75
Day 3	9MAT	9MAT	9FOO	9FOO	9SCI	9HIS	90
Day 4	9CHA	9ENG	9ENG	9MAT	9PDH	9PDH	75
Day 5	9ENG	9MAT	9PDH	9HIS	9TMA	9TMA	90
Day 1	9FOO	9FOO	9SCI	9SCI	9GEO	9INV	75
Day 2	9CLS	9ENG	9SCI	9SCI	9TMA	9TMA	75
Day 3	9TMA	9MAT	9CLS	9MAT	9HIS	9PDH	75
Day 4	9GEO	9HIS	9SCI	9SCI	9MAT	9ENG	90
Day 5	9FOO	9HIS	9MAT	9ENG	9INV	9INV	60

Stage 6

- For Students in Stage 6 (120-180 mins/day):
- 25 mins per night per period
- Homework given in all subjects excluding CPR
- Analysis of a Year 11 timetable shows how these guidelines ensure the Homework policy is enacted

Weekly Homework

Teachers may choose to give homework in weekly or fortnightly increments. The allocated amount of time completing this homework will be consistent with the number of periods per week.

We hope that this information will provide you and your child with the necessary information to ensure that homework is completed in a manner that is both manageable and effective.

Should you have any specific concerns, please contact the relevant subject teacher.

YEAR 11/12							
	Pd 1	Pd 2	Pd 3	Pd 4	Pd 5	Pd 6	TIME
Day 1	MAS	MAS	DRA	DRA	SOC	SOC	150
Day 2	MAS	SOC	DRA	DRA	CPR	EIB	100-125
Day 3	SOC	SOC	DRA	DRA	MAS	MAS	150
Day 4	CHA2	SOC	SOC	SOC	MAS	MAS	125
Day 5	SOC	SOC	DRA	DRA	MAS	EID	125-150
Day 1	DRA	DRA	DRA	MAS	MAS	MAS	150
Day 2	SOC	SOC	DRA	DRA	CPR	EIB	100-125
Day 3	MAS	MAS	SOC	SOC	DRA	DRA	150
Day 4	MAS	MAS	MAS	DRA	SOC	SOC	150
Day 5	DRA	DRA	SOC	SOC	MAS	MAS	150

Appendices

1. Parents and Caregivers can help by:

Taking an active interest in Homework

- Ensuring that there is time set aside for homework.
- Encouraging and supporting students to complete homework.
- Providing a dedicated place and desk for homework and study.
- Encourage their children to read and take an active interest in current events.
- Assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set.
- Communicating any concerns with the classroom teacher about the nature of Homework and their child's approach.
- Alerting the school to any domestic or extra-curricular activities, which may need to be taken into consideration when homework is being set or corrected.

2. Teachers can help by:

1. Explaining to students and their parents or caregivers the purpose and benefit of homework
2. Ensuring students and parents or caregivers are aware of the College's Homework Policy.
3. Providing quality homework activities related to classroom activities.
4. Setting a suitable amount of relevant homework which is appropriate to the ability and interests of students.
5. Giving students sufficient time to complete their homework, taking into account, as far as possible, completing home obligations and extra-curricular activities.
6. Marking homework promptly and appropriately, maintaining homework records and providing feedback to students and parents and caregivers.
7. Alerting parents or caregivers of any developing problems concerning their children's homework and suggesting strategies that they can use to assist their children with their homework.

3. Students can help by:

1. Being aware of the importance of homework.
2. Being aware of the College's Homework Policy.
3. Completing homework within the given time frame.
4. Alerting parents or caregivers to homework expectations.
5. Seeking assistance from teachers and parents or caregivers when difficulties arise.
6. Showing their homework to their parents or caregivers so they can check for accuracy and quality.
7. Ensuring homework completion is of a high standard.
8. Organising their time to ensure that sufficient time is given to quality homework within set deadlines.