



POLICY: SCS 9	Issued: March 2022
REVIEW: March 2025	Approved: Sue Holmes Principal

HOMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact [reception on 0397552007

Please also refer to curriculum framework statement and allotments

PURPOSE

To outline to our school community the Department's and Sherbrooke community School's policy requirements relating to homework.

SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Sherbrooke Community School

RATIONALE

Sherbrooke community School has developed this Homework Policy in consultation with the School Council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

DEFINITIONS

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

POLICY

Background

As part of a comprehensive and balanced curriculum within Victorian schools, homework is seen as one way of supporting and fostering life-long learning and connecting families with the learning of their children.

The setting of homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation, cultural pursuits and employment where appropriate.

- individualised homework activities/plans, aligned with individualised learning styles and abilities
- links homework activities with prompt, appropriate assessment and feedback.

The school homework approach should be informed by a shared understanding and be regularly monitored through feedback from teachers, students, parents/carers and the school council as appropriate.

Value of homework

The current evidence and research shows that the quality of homework assigned is likely to be more important than the quantity. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005). Although homework's effectiveness has been challenged by educators, parents, and students (Kohn, 2006), it continues to be an important educational supplement used by most teachers to enhance the learning experience of their students (Patall, Cooper, & Wynn, 2010). Overall, the effectiveness of homework is enhanced by providing students with choices among homework tasks, which will result in higher motivational and performance outcomes, students' autonomy, and intrinsic motivation (Patall et al., 2010).

At Sherbrooke Community School all homework set by teachers will be:

- purposeful
- curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- monitored by the teacher
- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of homework that teachers at Sherbrooke Community School will include are:

- completing consolidation exercises for mathematics
- completing science investigation exercises
- making or designing an artwork
- practising and playing musical instruments
- practising spelling words
- practising sports skills
- practising words/phrases learnt in a language other than English
- reading background material for a subject
- reading English texts prior to class discussion
- reading for pleasure
- researching topics associated with set class work
- revising/preparing for tests
- applying new skills to home context such as:
 - planning and cooking food, including following a recipe
 - helping to plan a day trip or holiday, including timings, directions and costs
 - growing plants
 - reviewing their favourite film or book
 - writing a diary entry
- engaging with parents in learning activities such as:
 - rehearsing a presentation with parent/carers, and seeking their feedback
 - interviewing a family member as part of a research project.

The table below describes quality homework practice for the different year levels.

Years	Homework
Prep to 4	<ul style="list-style-type: none"> • can foster a sense of self-discipline and responsibility and prepare students for upper grades • enables the extension of class work by practising skills or gathering of extra information or materials • will mainly consist of daily reading to, with, and by parents/carer or older siblings
5 to 9	<ul style="list-style-type: none"> • should include daily independent reading • should be coordinated across learning areas in secondary schools to avoid unreasonable workloads for students • may extend class work, projects and assignments, essays and research.
10 to 12	as a general guide, from Year 10 to 12 would be expected to increase, and require from 1 up to 3 hours per week night with up to 6 hours on weekends during peak VCE periods.

SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for **leaders at Sherbrooke Community School** are to:

- advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for **teachers at Sherbrooke Community School** are to:

- set homework that is curriculum-aligned and appropriate to the student's skill level and age
- ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- assess homework and provide timely and practical feedback
- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children's learning.
- Ensure that the homework set is equitable for that individual student

Responsibilities and expectations for **students** are:

- being aware of the school's homework policy
- discussing homework expectations with their parents/carers
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment (for older students).

Responsibilities and expectations for **parents/carers** are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- talking to teachers about any concerns they have about the homework
- discussing homework with their child in their first language, if English is not the main language spoken at home,
- in dialogue, linking homework to:
 - previous experiences the child and/or parent/carer may have had
 - family culture(s), history(ies) and language(s)
 - relevant services, clubs, associations and community.
- ensuring there is a quiet study area for their child to complete homework.
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- attending the school events, productions or displays their child is involved in

SUPPORT FOR STUDENTS AND PARENTS/CARERS

Sherbrooke Community School understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child’s teacher.

COMMUNICATION

This policy will be communicated to our school community in the following way:

- Included in staff induction processes and staff training
- Available publicly on our school’s
- Included on compass under school documentation/policies
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

- [Homework – Department Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	2019
Consultation	
Approved by	Principal
Next scheduled review date	2024