Featherbrook College

Homework Policy

Rationale

- Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning. The current evidence and research shows that the quality of homework assigned is likely to be more important than the quantity. The effectiveness of homework is enhanced by providing students with choices among homework tasks, resulting in higher motivational and performance outcomes, students’ autonomy, and intrinsic motivation (Patall et al., 2010).

Aims:

- To complement and reinforce classroom learning
- To foster good lifelong learning and study habits
- To provide an opportunity for students to become responsible for their own learning
- To develop self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management

Implementation:

Early Years (Prep – Year 4)

Homework will consist mainly of:

- reading activities to, with and by parents.
- simple extension tasks associated with classroom activities.
- gathering of additional information or materials
- Homework will generally not exceed 30 minutes per school day during the school year

Years 5 – 6

Homework will consist mainly of:

- independent reading on a daily basis
- tasks such as continuation of classroom work, projects and research.
- Homework will generally not exceed 45 minutes per day and may be set during weekends and school vacations.

It is acceptable for teachers to assign unfinished classroom activities as additional homework tasks.

Years 7 – 9

Homework will consist mainly of:

- daily independent reading
should be coordinated across learning areas to avoid unreasonable workloads for students
may extend class work, projects and assignments, essays and research.

It is acceptable for teachers to assign unfinished classroom activities as additional homework tasks.

Parents can support their child by:

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework
- attending the school events, productions or displays in which their child is involved
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families’ culture, history and language,

Evaluation:
- This policy will be reviewed as part of the school’s three-year review cycle. Review in 2019

Ratified by College Council November 2016