



# SCHOOL HOMEWORK POLICY AND PROCEDURES

<b>Policy Name:</b>	School Homework Policy and Procedures
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<b>Developed By:</b>	Senior Executive and HT Teaching and Learning
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*We strive to challenge our current mindsets and expectations through innovative schoolwide practices that create a culture of aspirations, agility and agency within the global sphere.*

## Rationale

Homework is considered an important part of the educational process at Asquith Girls High School. It allows for the consolidation and reinforcement of curricular content covered in class, establishes study habits, develops organisational and time management skills in students, and extends and enriches the learning that takes place in the classroom.

## Implementation

Asquith Girls High School endorses the Department of Education Homework Policy. Faculties and teachers are responsible for making decisions regarding the type, regularity and amount of homework set to best serve the learning needs of students and will assign completion time frames. Different key learning areas may have different homework expectations.

For more information, the NSW Curriculum Policy Standards can be found at [Curriculum policy standards](#)

## Quality, Manageability & Communication

Homework will be:

- appropriate for each stage and provide an opportunity for student growth
- relevant to each student's learning needs
- purposeful and designed to meet specific learning goals
- incorporate tasks that develop higher-order thinking skills
- differentiated to provide some flexibility and options to allow for different student circumstances
- focused on the consolidation of class work, enhancing learning and reflection
- based on knowledge, skills, and understanding developed in class activities
- clearly communicated to students during class time, stating requirements and due dates
- supported by teacher guidance when students find homework a challenge

Homework tasks are assigned by teachers with a specific and explicit learning purpose. The quantity of homework needs to be manageable so that teachers will ensure quality not quantity, and will provide feedback to students on completion relevant to student trajectory for improvement. Negotiation of homework may occur between the teacher and the student and will be set in an equitable manner across all courses studied by students which allows students adequate time to complete. Students who frequently fail to attempt homework will be identified and parent/carers notified

## Stage 4 - Homework for Years 7-8

In Years 7-8, homework may be set across the curriculum. Homework may include regular tasks, assignments that require investigation and preparation for examinations. Schools can support students to develop time management skills, guide them to become more independent learners and ensure their workloads are manageable. This is particularly important for those Year 7 students who are transitioning to high school.

## Stage 5 - Homework for Years 9-10

In Years 9-10, homework may be set regularly across the curriculum. Homework might include practice that complements work learnt in class, assignments, as well as preparing for assessment tasks and studying for exams. Schools may continue to support students in developing their time management skills and encourage

independent work.

### **Stage 6 - Homework for Years 11-12**

In Years 11-12, homework will be expected to be completed independently. Homework may be set in all subjects, and students may be required to prepare for assessment tasks and study for examinations. Completion times may vary according to learning needs and individual programs of learning.

Assessment tasks will be given a minimum of two weeks' notice in advance of the due date, as per the AGHS Assessment Policy.

Revision and preparation for assessment tasks may be deemed necessary by a student to consolidate their learning. Student-directed revision and study are in addition to set homework.

### **Responsibilities:**

#### **School staff have a responsibility to:**

- Set appropriate homework for students in their class and communicate this explicitly to students verbally in class, and where possible on Google Classroom.
- Review completion of homework by students and provide feedback.
- Provide assistance for students having difficulty in completing set homework and differentiate/adjust homework for students as appropriate which may include elements of student choice.
- Not use homework as a punitive measure for students who have not completed set work in class.
- Give adequate time for work to be completed taking into account scheduled assessments.
- Ensure homework is directly related to the learning occurring in the classroom providing an opportunity for consolidation and reinforcement of content and concepts and including extension opportunities.
- Be mindful of homework set in other courses/classes, reflecting consistency across courses and ensuring homework set is a reasonable amount in line with the AGHS policy.
- Inform parents/carers when a pattern of non-completion of homework arises.

#### **Students have a responsibility to:**

- Complete homework to the best of their ability
- Provide evidence of having attempted the homework
- Provide an explanation from their parent/carer if homework is not attempted/completed

#### **Parents and carers have a responsibility to:**

- Provide opportunities for their child to complete set homework tasks
- Ensure there is a suitable location for homework to be completed
- Provide an explanation to the class teachers when homework is not attempted
- Ensure their child's completed homework is all their own work

### **Monitoring, evaluation and review**

This policy is reviewed biannually, in accordance with school processes. Further reviews should be conducted if the structure of the school day changes or there is a change in the overall pedagogy employed by the school.

Homework completion rates should be reported as part of the subject reporting to parents/carers. Where students are failing to meet minimum acceptable levels of homework completion, and where there is a need to improve student engagement through regular homework completion, there should be a report made of the issues related to homework in the SENTRAL record and letters sent as appropriate:

Letters of Concern (Years 7 – 9)

Official Warning Letters (Years 10 – 12)