Preamble:

At St Joachim’s, homework is designed to help students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning.

Principles:

- Homework is another opportunity for parents to participate in their child’s education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.
- Parents should be advised of homework expectations at the beginning of the school year and be provided with a copy of the school’s homework policy.
- Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills, self discipline, skills in using out-of-school resources and personal responsibility for learning.
- Upper primary and secondary students should use homework diaries. Diaries provide a means of regular communication between parents and the school.
- Failure by students to complete homework on a regular basis should be followed up with parents.

Successful Practice:

In the early years (Prep to 2), homework should not be seen as a chore. Homework will:
- consist of daily reading to, with, and by parents/caregivers or older siblings.
This will generally not exceed 20 minutes a day and not be set on weekends or during holidays.

For Grades 3 & 4.
Homework will:
- enable the extension of class work by practising skills or gathering extra information or materials;
- mainly consist of daily reading to, with, and by parents/caregivers or older siblings.
This will generally not exceed 30 minutes a day and not be set on weekends or during holidays.

In Grades 5 to 6, homework:
- should be coordinated between specialist teachers and teachers to avoid unreasonable workloads for students;
- consist of daily reading.
- may include extension of class work, projects and assignments and research.

This will generally range from 30-45 minutes a day at Year 5 and 6. Care should be taken to ensure that undue pressure is not placed on students and that a balance is maintained between the demands of study and recreational pastimes.
Types of Homework:

Homework should:
- be appropriate to the student’s skill level and age;
- be purposeful, meaningful and relevant to the curriculum;
- be assessed by teachers with feedback and support provided as soon as possible.

Types of homework that meet these requirements include:

Practice exercises – providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills, such as:
- completing consolidation exercises for Mathematics and English – memorisation of fundamental skills such as tables and spelling;
- practising words or phrases learnt in Italian;
- reading for pleasure;
- written and other creative tasks;

Preparatory homework – providing opportunities for students to gain background information so they are better prepared for future lessons such as:
- researching topics for class work;
- collecting newspaper articles;
- revising information about a current topic.

Extension assignments – encouraging students to pursue knowledge individually and imaginatively, such as:
- writing a book review;
- making or designing an art work;
- finding material on the Internet or in the Library.

Expectations:

Parents and caregivers can help their children by:
- encouraging them to take increasing responsibility for their learning and organization;
- observing and acknowledging their success and asking how their home and class work is progressing;
- attending school events, displays or productions in which their children are involved;
- encouraging them to set aside a regular daily session to read and complete homework;
- setting an example by reading themselves;
- contacting the relevant teacher to discuss any problems their children are having with homework via diary, letter or phone call;
- helping them to complete homework by discussing key questions or directing them to resources. Usually it is better to encourage children to complete homework themselves;
- helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities;
- discussing homework in their first language, where English is not the main language spoken at home and linking it to their previous experiences.

Teachers can help their students by:
- setting regular homework to help students establish a home study routine;
- setting tasks related to class work that are appropriate to the students’ learning needs;
- coordinating with specialist teachers and teachers of the same grade level to provide similar homework expectations and avoid unreasonable workloads for students.
- giving students enough time to complete homework, taking into account home obligations and extracurricular activities;
- assessing homework and providing timely and practical feedback and support;
- helping students develop the organisational and time-management skills needed for them to be responsible for their own learning;
- ensuring that parents and caregivers are aware of the school’s homework policy, and
- developing strategies to support parents to become active partners in homework.

**Evaluation**

- This policy will be reviewed as part of the school’s three-year review cycle.