



HEATHFIELD
HIGH SCHOOL

HOMEWORK POLICY

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Learning is developmental and ongoing and can be supported through homework that is purposeful, meaningful and relevant to the curriculum, varied and challenging, and responsive to individual needs. Homework can be helpful for students by:

- supporting their development as independent learners through self-regulation
- processes such as goal-setting, time management and self-reflection
- fostering lifelong learning and effective study habits
- providing opportunities to become responsible for their own progress and learning
- complementing and reinforcing classroom learning

Heathfield High School recognises the importance of students having a balanced lifestyle that allows time for family, sport, recreation, employment and cultural activities and as such provides guidelines for the timing of homework.

Students can take responsibility for their learning by:

- Ensuring they are familiar with the homework policy, including time recommendations
- Checking DayMap to see what homework is set (this may also include accessing Moodle), asking the teacher for clarification if needed or checking with other students from the class.
- Maintaining a balance between exercise, recreation, family and friends, part time work and homework.
- Managing their time so that due dates are met and stress is reduced.
- Seeking assistance and feedback where required, and before the due date.
- Understanding that the purpose of homework is to further build on their skill development, enhance self-discipline and assist them to achieve maximum success.
- Striving to be a critical thinker, to develop analytical skills and to enhance their creativity.

Teachers can support students by:

- Implementing the homework policy
- Setting homework that is appropriately scaffolded and stretches the students.
- Checking on the clarity of the task by questioning students to ensure understanding.
- Supporting students who have difficulty with the homework.
- Clearly communicating the purpose, benefits and expectations of the homework.
- Explicitly teaching strategies to develop critical thinking, analytical, problem solving, organisational and time-management skills
- Establishing a clear protocol for students who need to access assistance or negotiate extensions.
- Recording homework on Daymap (this may include the accessing of tasks or information from Moodle).
- Including homework in the assessment of the student's growth within their subject.

- Contacting parents/caregivers to discuss any developing issues regarding a student's homework.
- Knowing the processes within the school which assist students/parents who need help in this area.
- Providing timely, relevant and practical feedback on student achievement.

Parents/Caregivers can support students by:

- Becoming familiar with the school's homework policy.
- Understanding the motivation and merit of the system and expectations.
- Monitoring homework set via DayMap (which may include accessing information or resources on Moodle).
- Liaising with your child to ensure homework is understood and completed on time.
- Assisting your child to manage their time and to encourage that child to understand the benefits of the exercise.
- Contacting the subject teacher to discuss any concerns with the nature of the task or your child's approach to that task.
- Encouraging your child to be a critical thinker, to develop analytical skills and to foster creativity.

School can support students by:

- Developing and publishing, through consultation, a clear and relevant homework policy aimed at developing specific skills in the students.
- Ensuring all staff are committed to the policy and follow through with the practice.
- Establishing homework protocols and support for students who are struggling.
- Providing an electronic diary for students.
- Providing parents with access to homework via the Parent Portal on DayMap.

Communication of Homework

Homework is entered into DayMap by teachers. Students are then able to add their own diary note to this. Parents are able to access the homework in DayMap via the parent portal. Teachers may also refer students to Moodle for resources and activities to support the homework.

If no internet connection is available at home then the student will need to take responsibility for copying the details of homework to a file that they can access outside of school or make alternate arrangements with their teacher(s).

As each student progresses through Years 8 - 12 they will take on increasing responsibility for self-planned homework that may include completion of set tasks, individual study and revision programs.

TYPES OF HOMEWORK

The types of homework undertaken will vary across Years 7 - 12, with students in the senior years taking on more management of the activities undertaken. As a guide, the following types of homework may be undertaken:

Years 7, 8 and 9

Independent reading; assignments, research and essays; preparation for tests; completion of class activities; consolidation and revision activities; extension activities

Year 10

Longer term assignments; consolidation and revision activities planned by the student to complement class activities; extension activities; more emphasis on preparation for tests and exams

Years 11 and 12

Longer term assignments; activities identified and planned independently by the student; research and essays; preparation for assessment tasks and exams.

Time Allocation for Homework

Homework is set daily. All students have three subjects of homework per night based on the double lessons for the day. The following is a guide to the time that students should allocate to homework:

Years 8 and 9: 20 - 30 minutes per subject or 5 - 7 hours per week

Years 10 and 11: 30 - 40 minutes per subject or 7 - 10 hours per week

Year 12: 45 - 60 minutes per subject or 11 - 15 hours per week

The actual amount of time devoted to homework may vary according to the student's program of learning and their individual needs.