

HOMWORK POLICY

At Torrens Valley Christian School, students are supported to believe, belong, and become through intentional, crafted teaching and learning which aims to develop engaged, equipped and empowered students.

| ENGAGE | EQUIPPED | EMPOWERED |
|---|--|---|
| Engaged learners see purpose in their learning. They are motivated, give their best, are connected with others and able to work collaboratively. They contribute positively to the school and wider community, using their God-given talents. | Equipped learners have mastery in their learning. They are discerning and stewards of God's world. They apply inquiry skills and communicate effectively. They are creative and innovative, able to solve problems and think critically. | Empowered learners develop autonomy and take responsibility for their learning. They have a voice and exercise choice. They are resilient and confident. They are ready to make a difference in this world as agents of reconciliation. |

The Homework Policy seeks to:

- clearly set out and communicate homework expectations and guidelines for students, parents and teachers across the Primary Years (F-6), and the Middle (7-9) and Senior Years (10-12) of schooling.
- ensure a consistent approach and shared understanding between all members of the learning community concerning homework set.

Rationale

At Torrens Valley Christian School, we value the importance of homework as an intentional element of learning, developing students who are equipped, engaged and empowered as learners.

Homework seeks to consolidate skills taught within the classroom and further develop students' independent learning skills. It provides students with the opportunity for student-led investigations, creativity and reflective independent thinking time as it paves the way for students to become independent, autonomous learners.

Homework feeds into, and follows up on, lessons taught throughout the day, providing students with further opportunities and time to reflect upon their learning, practise vital skills and express themselves creatively.

While homework tasks may be set to reinforce class work, we also value 'home learning' in everyday life and community, such as:

- family time
- church and youth involvement
- volunteering and service
- involvement in sport, recreation clubs and events
- participation and learning in visual and performing arts
- part-time work

and other extra-curricular activities.

'School-based' homework aims to provide students with the opportunity to:

- share and communicate their learning with parents and caregivers
- revisit, practise and consolidate concepts learnt throughout the day
- develop independent learning skills, and
- develop critical and creative thinking skills
- reflect and evaluate; and
- develop time management

Student learning is enhanced when homework that is set is:

- age appropriate
- purposefully designed to meet specific learning goals
- reinforces knowledge, skills and understanding developed in class
- achievable and manageable
- challenging and engaging
- clearly communicated

School-based homework may include activities that encourage and practise:

- reading for comprehension and enjoyment
- revision and reinforcement of spelling and grammar
- creative writing
- reflective writing
- number facts and number sense
- physical activities for health and wellbeing and nutrition awareness

PRIMARY SCHOOL GUIDELINES YEARS RECEPTION TO YEAR6

Equip

In the Junior Primary years, homework tasks are designed to equip children with foundational skills. Learning activities that encourage reading, writing and number sense consolidate concepts learnt throughout the day and should form the basis of the homework program.

Engage

In the Middle and Upper Primary years, homework tasks are designed to engage children in the learning process. Learning activities that encourage children to investigate, engage with others, and critically reflect or express themselves creatively enable children to make vital links between their learning and the world around them. Such activities pave the path for students to become more independent and autonomous learners.

Empower

Homework, like all learning, is progressive. Homework across the Primary Years has been designed to develop a range of age appropriate skills whilst encouraging students to move from rote learning that requires support to developing independent thinking and learning skills.

As children move through their Primary Years they will be encouraged to complete homework tasks more independently. Developing skills such as organisation, discipline and autonomy throughout their Primary Years will provide children with the much needed study skills they will come to rely on throughout their formal education.

GUIDELINES FOR PRIMARY TEACHERS

- Homework expectations will be communicated to parents at the beginning of each year during Parent Information Evening
- Homework will be set as weekly tasks and communicated at the beginning of each week
- Where appropriate (mostly in the Junior Primary school) a weekly homework contract will be sent home at the beginning of each term and tasks will remain consistent throughout the term
- Finishing off tasks will be set in consultation with parents

TIME ALLOCATION

| Year Level | Maximum Time Spent | Regular Homework Tasks |
|---------------------------|--|---|
| Foundation (Reception) | 20 mins per week 5 mins per night | <ul style="list-style-type: none"> • Reading • Spelling • Writing (factual or creative) • Mathematics (number facts) |
| Year 1 – Year 2 | 40 mins per week 10 mins per night | |
| Year 3 – Year 4 | 80 mins per week 20 mins per night | <ul style="list-style-type: none"> • Reading • Spelling • Writing (factual or creative) • Mathematics (number facts or problem solving) |
| Year 5 – Year 6 | 120 mins per week 30 mins per night | |

MIDDLE SCHOOL GUIDELINES YEARS 7, 8 AND 9

Equip

In the Middle School Years, homework tasks are designed to equip students with opportunities to apply and refine their knowledge and skills. Homework tasks may provide opportunities for reflection on learning (metacognition).

Engage

In the Middle School Years, homework tasks are designed to engage students in the learning process. Learning activities that encourage students to engage with their learning, engage with others, and critically reflect or express themselves creatively are encouraged as homework tasks.

Empower

Middle School students are encouraged to develop autonomy in their learning. Homework, like all learning, is progressive and therefore is designed to develop a range of age appropriate skills. Homework tasks encourage students to move from rote learning that requires support to developing independent thinking and learning skills. Homework is an opportunity for students to provide feedback to teachers about their learning.

Advice for Teachers

Subject teachers are to communicate clear to students all homework tasks set and expectations, recording details on Seqta Learn (for students) and Seqta Engage (for parents) with resources / handouts made available. Teachers should take care in setting tasks that are *finishing off* as some students work more quickly in class than others.

Generally, homework should not be set on weekends or in school holidays.

Advice for Parents and Care-givers

Parents and Care-givers can communicate with teachers should their child be unable to complete the homework set on any given night. This can be done through a note in the student diary, email or direct message via Seqta before the homework is due. Students may choose to utilise weekends and or holiday time. Time management and organisational skills should be reinforced at home by parents and/or care-givers. Completion of homework tasks should not be highly stressful for students or parents. Parents are encouraged to speak with Care Group or subject teachers if this is a concern for them.

TIME ALLOCATION

The following maximum homework time allocation is provided as a guide. Where students regularly exceed this time, parents and care-givers are encouraged to communicate this with the teacher.

| Year Level | Time to be spent on school-based homework tasks (average per night Mon to Thurs) |
|------------|---|
| Year 7 | 30 mins – 40 mins maximum time |
| Year 8 | 40 mins – 50 mins maximum time |
| Year 9 | 50 mins – 60 mins maximum time |

SENIOR SCHOOL GUIDELINES YEARS 10, 11 and 12

Out of class work and study

A number of senior school students have part time employment and such work can be valuable in several ways. However, evidence has shown that up to 12 or 15 hours per week of employment is the most that a student should work to avoid negative impact on subject results. Part time work can help a student become more organised as they learn to juggle work, study, family life and other activities (Church, sport, and so on).

At TVCS we do not suggest that a Senior School student should have a part time job. This decision is up to the student and their parent/s or care giver/s. Some students find that a job is not necessary and thus provide themselves with more time for study, family and other activities.

TIME ALLOCATION

TVCS recommends the following out of class study and subject 'homework' time for each senior school student, five days per week during normal term time. Students may also need to spend time completing tasks and revising on the weekend.

| Year Level | Duration (hours) |
|------------|------------------|
| 10 | 1 to 1.5 |
| 11 | 1.5 to 2 |
| 12 | 2.5 to 3 |

At Year 10 level a homework timetable is prepared. This is because Year 10 students have a number of subjects and we aim to avoid overloading students by limiting the subjects in which homework can be set on any particular day.

As Year 11 and 12 students study fewer subjects, teachers are able to set out of class work on any day but are asked to provide students with some reasonable timeframe in which to complete the task. Year 11 and 12 students are expected to develop the skill of proportioning their time to ensure that a task is completed by the required date.

Most Year 12 students have several study lessons per week (unless a student undertakes to study an extra subject). This time is considered to be extremely valuable, allowing time to complete some of those subject tasks and learning how to use time wisely.

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