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### 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.

### Purpose:

- To support and extend classroom learning;
- To develop positive study habits;
- To develop a responsibility for self-learning.

### Implementation:

The school's homework policy will be explained to parents at the commencement of each school year in a parent information session and through individual class newsletters.

Classroom teachers will set weekly homework appropriate to each child's skill level and age.

Homework activities should be interesting, challenging and where appropriate, open-ended.

Each set task must be purposeful, meaningful and relevant to the current classroom curriculum.

Homework activities should be assessed with feedback and support provided by teachers.

### Early Years (P-1)

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 should generally not exceed 20 – 30 minutes per day and will not be set on weekends or during vacation periods.

### Middle Years (2-4)

Homework will consist mainly of:

- Independent reading on a daily basis;
- Tasks such as continuation of classroom work, projects and assignments, essays and research; Homework will generally not exceed 30 minutes per day, must be coordinated between teachers to avoid excessive workload, and may be set during weekends and school vacations;
- It is acceptable for teachers to assign unfinished classroom activities as homework tasks.

## Upper Years (5-6)

Homework will consist mainly of:

- Independent reading on a daily basis;
- Tasks such as continuation of classroom work, projects and assignments, essays and research;
- Homework should generally not exceed 30 – 45 minutes per day, must be coordinated between teachers to avoid excessive workload, and may be set during weekends and school vacations;
- It is acceptable for teachers to assign unfinished classroom activities as homework tasks.

### There are Four Layers of Homework at Carmel Adventist College Primary

<b>First Layer - Class specific basic skills – (P-6)</b>	Short daily commitment - developing basic skills;
<b>Second Layer - Student specific – (Yrs 1-6)</b>	Work designed to meet individual learning needs.
<b>Third Layer - Research Assignments – (Yrs 3-6)</b>	Assignments sent home with due dates and grade expectations.
<b>Fourth Layer – Extension/Challenge – (Yrs P-6 )</b>	Varied extension work, optional in nature.

#### Notes:

*In cases where a student has specific learning needs it is recommended that the teacher and parent/s negotiate requirements for homework. Some students may require extra coaching, speech pathology or similar sessions. These sessions may be able to take the place of homework for one or two nights per week.*

*If a student is involved in some external learning experience such as music lessons, art lessons or similar it may also be possible to negotiate some reduction in the regular homework set to accommodate the specific needs of the student involved.*

#### What is the point of homework?

**Skill Development** - Children need one to one support in developing their basic skills.

**Filling the Gaps** - Homework can support the learning of concepts that are hard for them, or in challenging their individual strengths.

**Research** - In Years 3-6, students are learning to research information from a variety of sources and present their findings systematically.

**Extension** - When aiming for excellence, effort is required. It takes time to do your personal best.