



## HOMEWORK EXPECTATIONS

### RATIONALE

Trinity College recognises that homework plays an important role in the learning of our students and in the partnerships shared between home and school. Learning is a lifelong pursuit and the types of learning that occurs at home and at school are often extensions of each other. Thorough, goal-orientated planning assists teachers in identifying the type of homework that is of most benefit to students.

Parents are vital partners in the learning process and should play an integral part in the learning experienced through homework. The role of a parent in homework is to facilitate the learning, not to teach content. Parents are not expected to be content experts; rather, they should ensure the provision of a consistent place and time within the home for the completion of set tasks.

### POLICY

Homework is to be meaningful and must have a clear purpose. Homework should, at all times, provide the learner with activities matched to students' skills and allow the learner to gain valuable feedback from the teacher once the task is complete.

The completion of unfinished work from class time is not homework: setting incomplete class work for homework only serves to ensure those who cannot complete the work in class time will fall further behind.

As teachers determine what amount of homework is appropriate for their class, they evaluate the purpose of all homework assignments. Generally, homework falls in four broad categories of learning:

1. Practice: providing opportunities to apply new knowledge or to review, revise and reinforce newly acquired skills;
2. Preparation: providing opportunities to gain background knowledge, enabling preparation for future lessons;
3. Extension (applying skills to a new situation): encouraging the attainment of knowledge individually and imaginatively;
4. Integration: applying many different skills and knowledge set to a task.

*(Focus on effectiveness: R. J. Marzano, D. Pickering & J. Pollock)*

### APPLICATION

Once the type of homework to be assigned is determined, thought is given to ways of maximising the benefits gained from the set task/s. Consideration is given to the following:

- Length: monitor the length of the learning activity. Adhere to the allocated time for the subject.
- Purpose/Value: design activities that have meaning and which support classroom learning. Communicate the purpose to students.
- Direction: provide clear directions on how tasks should be completed, how they will be assessed and/or responded to and when they are due.
- Appropriateness: match assignment tasks to students' abilities and interests.
- Variety: keep students engaged by assigning a variety of different types of homework.
- Balance: assign a balance of both short- range and long-range assignments.
- Feedback: provide appropriate feedback as soon as possible.

Homework may involve:

- Independent learning
- Consolidation of work in class
- Practice which entails learning by doing (this includes words, phrasing, skills, musical instruments)
- Completion of course work assignments
- Research, collecting and retrieving information
- Reading, including wider reading (for pleasure and preparation)
- Conducting interviews
- Drawing, making, designing, writing
- Using ICT
- Recording, monitoring (newspapers, journals, online news)

## ALLOCATION GUIDELINES

The expectation is that a teacher who has a class for a period on that day will set homework for after school. If the class has a double period, the allocated homework time is doubled. Homework cannot be set for after school if a teacher does not teach the class that day. If a large piece of work is given to students, then the teacher is expected to help the student allocate the work according to the time allocation.

- Year 7 students will only have homework for English and Mathematics. There will be an additional maximum of ten minutes for revision or general reading.
- Year 8 to 12 students will have homework in each subject.

The time allocation for each year level is:

Year Level	Time allocation after school	Minutes per day	Minutes per period
Year 7	A maximum of 40 minutes per night for 4 nights (excluding Friday) in English and Mathematics which includes an additional 10 minutes for any other subject(s).	40 minutes	NA
Year 8	1 to 1 ½ hours per night for 4 nights (excluding Friday)	60 to 90 mins	10 minutes per period
Year 9	1 to 1 ½ hours per night for 4 nights (excluding Friday)	60 to 90 mins	11 minutes per period
Year 10	1 to 1 ½ hours per night for 5 nights	60 to 90 mins	12 minutes per period
Year 11	2 hours per night for 5 nights	120 minutes	15 minutes per period
Year 12	2 to 4 hours per night on five nights	120 to 240 mins	15 to 30 mins per period

## OBLIGATIONS and RESPONSIBILITIES

### *Parents*

- Be aware that homework has been supplied, by checking and signing the planner. The student's timetable should be checked so that if the student had a class that day then there will be homework after school.
- Facilitate learning (not completing the homework) by providing a supportive environment as well as a physical space for homework to be completed.
- Provide opportunity to complete homework and assist the student to organise time to complete homework. Negotiate time to complete homework tasks, creating a balance between chores, work, free time and sporting commitments.
- Observe the completion of homework.
- Keep the lines of communication open between the school and home and the learning of each student.
- Read and review homework that has been completed, discuss with the student the content of the homework.
- Contact the teacher when a problem has been experienced, including if there is no feedback on the homework completed.
- Provide support for teachers, accepting the consequences when the homework is not completed.

**Students**

- Listen and record the homework given, as well as ensuring that the instructions and nature of the task is clearly understood.
- Make a commitment to complete the homework to the best of their ability.
- Complete the homework to an acceptable standard and submit the work by the due date.
- Communicate with the teacher prior to the due date if any problems are experienced.

**Teachers**

- Provide worthwhile/relevant, meaningful homework tasks which are matched to the individual student ability level. The work must be appropriate to the student's needs. Give clear comprehensive instructions to the students and ensure that the student records the homework in the planner.
- Only give homework when you have taught a lesson that day. Be mindful not to encroach on the time of other subjects.
- Help students plan longer pieces of work and ensure their time management is what it should be.
- Assess homework and provided prompt feedback on the set task.
- Follow up with parents when homework is not submitted.

*(Revised March 2014)*