



Education  
and Training

LIVING OUR  
VALUES  
EVERYDAY



## HOME LEARNING POLICY

The most significant academic learning that takes place outside of the classroom has traditionally been known as homework. From when children start primary school, readers are taken home to be shared with parents and guardians. As children move through primary and secondary school readers may be replaced by spelling lists, worksheets, project work and an array of other learning activities. Evidence shows, however, that tasks set for 'homework' that have no direct relevance to the set course work, that are not valued by the teacher or the student, or are not subject to feedback will not improve student learning.

We define 'Home Learning' as any learning activities that are set to be accessed and completed outside of the classroom.

When teachers set tasks to be completed outside of the classroom they should be mindful of the following:

- Is it necessary?
- How will it be assessed?
- How does it contribute to the student's understanding and skill development?
- How is the homework being presented?
- Is it differentiated and inclusive to cater for student needs?
- Is it accessible without explicit instruction?
- Does it build mastery?
- Does it take into account student programs and demands on time?
- Is the quantity reasonable and fair?

Given the complexities of contemporary learning, our expectations of what is manageable for students to complete outside of the classroom has to be balanced against our knowledge of the student and what teachers can manage as practitioners.

A wide variety of activities constitute learning outside of the classroom, including:

- Completing classroom work that was not finished in class
- Reading texts, especially English novels and texts
- Preparing for a new topic
- Studying for an assessment
- Collaborating with other students
- Working on out of class assignments
- Listening to/watching multimedia presentations
- Preparing for a class presentation
- Practising a musical instrument or drama performance
- Accessing YouTube clips for flipped learning

- Practising a language being studied
- Completing practice questions in preparation for an assessment

## ROLES, RESPONSIBILITIES AND EXPECTATIONS

### THE COLLEGE

- Ensuring that parents and carers are aware of the Home Learning Policy
- Fostering lifelong learning and connecting families with the learning of their children
- Limiting home learning set for completion over holidays or weekends (except for VCE)
- Setting limited home learning the week before examination periods (Years 9-12) except for revision purposes
- Providing students with a student planner to organise their study

### THE TEACHER

- Setting work that is appropriate for out of class or home study tasks, for example, practice exercises, revision of concepts, extension exercises
- Setting tasks that are reasonable and manageable for the student concerned and within the time frame
- Encouraging students to engage with problem solving, logical thinking and creativity
- Making home learning requirements clear; the due date is stated and work is returned in a timely manner and oral/electronic/written feedback is given when required
- Assisting students when difficulties arise
- Recording any non-submission of homework
- Following up with students who have not completed home learning with appropriate consequences
- Notifying parents via Compass if homework is not submitted or is unsatisfactory or incomplete
- Consulting with a student on their return from absence about their learning

### THE STUDENT

- Bring planners and electronic devices to all classes so that they can access lesson plans and learning tasks
- Recording the details of all set home learning and external study in their student planner/electronic device
- Being aware of the importance of personal learning and the College Home Learning policy
- Recording due dates for major assessment tasks and assignments in the student planner/electronic device
- Utilising Compass to plan for assessment tasks and check for any set learning activities
- Accepting responsibility for the completion of home learning tasks by the due date
- Seeking assistance from teachers, parents/carers when difficulties arise
- Organising their time to manage home and sporting commitments, recreational and other activities and part time work if applicable
- In the case of an absence, being responsible for seeking out and handing in the homework as soon as they return or negotiating an alternate time with the teacher

## PARENTS AND CARERS

- Developing a positive and productive approach to home learning
- Assisting their child to develop organisational strategies
- Encouraging them to take increasing responsibility for their own learning
- Where possible, providing a quiet place for regular home learning and study
- Encouraging them to complete home learning by the due date
- Helping them to balance the amount of time spent completing home learning and engaging in leisure, sport or part time employment
- Checking the student planner/ Compass to see whether home learning or study has been set
- Contacting the teacher if there are concerns about the home learning, including if there are concerns about the amount of home learning assigned
- Contacting the relevant teacher or sub school team to discuss any problems their children are having with the home learning
- Being mindful that College home learning activities should take priority over external tutoring obligations

This policy was last updated in March 2018 and will be reviewed annually.