

Murtoa College

HOMEWORK POLICY



Rationale:

As part of a comprehensive and balanced curriculum within Victorian schools, homework is seen as one way of supporting and fostering life-long learning and connecting families with the learning of their children.

Murtoa College guidelines provide information about establishing life-long learning and study habits, the importance of administering level-appropriate homework to students, and the different types of homework that may be undertaken in schools.

Aims:

The current evidence and research show that the quality of homework assigned is likely to be more important than the quantity. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005). Although homework's effectiveness has been challenged by educators, parents, and students (Kohn, 2006), it continues to be an important educational supplement used by most teachers to enhance the learning experience of their students (Patall, Cooper, & Wynn, 2010). Overall, the effectiveness of homework is enhanced by providing students with choices among homework tasks, which will result in higher motivational and performance outcomes, students' autonomy, and intrinsic motivation (Patall et al., 2010).

Homework helps students by:

- Complementing and reinforcing classroom learning.
- Fostering good lifelong learning and study habits.
- Providing an opportunity for students to become responsible for their own learning.
- Developing self-regulation processes such as goal setting, self-efficacy, self-reflection and time management.
- Supporting partnerships with parents by connecting families with the learning of their children.

Implementation:

It is not necessary to assign large amounts of homework; however, it is important that homework provides students with opportunities to practice skills, review content and deepen understanding of concepts learned. Homework and practice can also help students to develop self-regulation processes, such as time management and study skills.

The table below describes quality homework practice for the different year levels.

Foundation to Year 4

- Can foster a sense of self-discipline and responsibility and prepare students for upper grades.
- Enables the extension of class work by practising skills or gathering of extra information or materials.
- Will mainly consist of daily reading to, with, and by parents/carer or older siblings.

Years 5 to 9

- Should include daily independent reading.
- Should be coordinated across learning areas in secondary schools to avoid unreasonable workloads for students.

- May extend class work, projects and assignments, essays and research.

Years 10 to 12

- As a general guide homework from Year 10 to 12 would be expected to increase.
- It would require from 1 hour up to 3 hours per weeknight with up to 6 hours on weekends during peak VCE periods.

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2021
Approved by	Principal
Next scheduled review date	November 2024