

# HOMEWORK POLICY



## Help for non-English speakers

If you need help to understand the information in this policy please contact our front office.

## PURPOSE

To outline to our school community the Department's and Caulfield Junior College policy requirements relating to homework.

## SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Caulfield Junior College.

## RATIONALE

Caulfield Junior College has developed this Homework Policy in consultation with the school council, parents/carers and staff to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

## DEFINITIONS

Homework is defined as tasks assigned to students by teachers that are meant to be carried out during non-school hours.

## POLICY

At Caulfield Junior College all homework set by teachers will be:

- purposeful
- curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- monitored by the teacher and parent/carer



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- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of homework that teachers at Caulfield Junior College will include are:

- daily reading - non-negotiable
- work directly linked to what is being learnt in class
- multiplication
- conjugation
- work that wasn't finished in class.

## SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for **leaders at Caulfield Junior College** are to:

- advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for **year level teams at Caulfield Junior College** are to:

- set homework that is curriculum-aligned and appropriate to the student's skill level and age
- have a consistent due date and clearly communicate this with all stakeholders
- Ensure there is a balance of tasks completed digitally and physically
- ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning
- assess homework and provide timely and practical feedback
- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- communicate the expectations of homework to students/parents and carers
- Communicate with parents/carers in a timely manner if a student is not completing their homework
- offer opportunities for families to engage in their children's learning.

Responsibilities and expectations for **students** who are cognitively and developmentally prepared are:

- being aware of the school's homework policy
- discussing homework expectations with their parents/carers
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments and feedback made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment (for older students).

Responsibilities and expectations for **parents/carers** are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- raising any concerns they have about the homework with teachers
- discussing homework with their child in their first language, if English is not the main language spoken at home
- Supporting their child/ren to structure their time to complete the set homework
- in dialogue, linking homework to:
  - previous experiences the child and/or parent/carer may have had
  - family culture(s), history(ies) and language(s)
  - relevant services, clubs, associations and community.
- ensuring there is a quiet study area for their child to complete homework.

## SUPPORT FOR STUDENTS AND PARENTS/CARERS

Caulfield Junior College understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or are spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

## HOMEWORK OPTION

Parents/carers have the option to opt-out of homework for their child/ren. In this case the only expectation is that the child/ren would need to continue reading age and ability appropriate material for at least 20 minutes every afternoon/evening, as evidence demonstrates this positively impacts on student learning and development.

Parents are to contact the classroom teacher if they wish for their child/ren to opt-out of homework.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook/manual
- Parent Information Sessions
- Within the classroom, directly to students

## Related policies and resources

- [Homework – Department Policy](#)

## POLICY REVIEW AND APPROVAL



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Policy last reviewed	2022
Consultation - not mandatory	Policy Committee Parent Forum, Term 2 2022
Approved by	Principal
Next scheduled review date	2025