

AL-TAQWA COLLEGE HOMEWORK POLICY

RATIONALE & PURPOSE

Homework is a valuable part of schooling. It allows for practicing, consolidating and extending learning. It also develops and extends independent learning and inquiry skills.

At Al-Taqwa College, homework provides opportunities for students to develop personal learning skills such as identifying and using information and research resources, develop good study habits, increase concentration capacity and nurture self-discipline. The college's approach towards homework will increasingly reinforce these intentions as students progress towards senior secondary years.

Homework also provides the college with opportunities to strengthen home-school partnership. Homework provides parents and caregivers with insights as to what is being taught at school. While the college views homework as an important part of school life it also acknowledges that this needs to be balanced with family, social and extracurricular activities.

This policy aims to:

- support the school's mission of developing our students into reflective and self-directed learners .
- provide teachers and support staff with clear guidelines to facilitate a whole school approach towards homework and ensure consistency of practices across classroom and across levels.
- provide teachers and support staff with subject-defined routines, procedures and requirements that are customised to student developmental stages and needs.
- provide parents and students with clear expectations and information about homework to help students get the best benefit from homework and to support parents as school partners in supporting their children's education at home.

IMPLEMENTATION

1. Al-Taqwa College Guidelines

- 1.1 ATC Homework Policy and Term Planners are available to parents from the school's website and LMS when available.
- 1.2 A termly homework planner is sent home at the beginning of each term which clearly describes the homework routine, intention, scope of contents and expectations of homework for that term.
- 1.3 Classroom teachers set homework tasks regularly to support classroom learning. As part of set homework tasks, students are expected to complete work using a range of modes including digital tools and e-learning platforms.
- 1.4 Teachers discuss set homework tasks with students to ensure understanding that facilitates successful completion of tasks.
- 1.6 Teachers provide feedback on set homework either in the form of a comment or against set criteria. Peers may also provide feedback on homework as part of the learning process.
- 1.7 Due dates are set in practical consideration of task requirements. Extensions are taken into consideration upon parent's request. This request is made in writing at least 2 days prior to the due date. (*SAC task requirements also apply*)
- 1.8 For younger learners (Foundation to 4) homework is not required during the month of Ramadan, Eid holidays, public holidays, and end of the year school holidays
- 1.9 Students who do not meet their homework obligations satisfactorily are followed up in accordance with the Student Wellbeing and Management Policy.
- 1.10 During school term holidays, teachers encourage students to study Quranic verses, participate in outdoor and other healthy recreational activities, and or pursue inquiries and investigations into areas of individual interest that arise from classroom learning.

2. Al-Taqwa College Home-School Partnership

2.1 Parent's / Carer's Role

Parents maximise the benefits of homework for their children by:

- Understanding the school's homework policy and supporting it
- Developing and maintaining open communication with teaching and support staff
- Attending parent workshops and information sessions to be informed of school's learning programs and to upgrade their parenting skills and knowledge of children's development to support their children's development and learning
- Providing a consistent time and a conducive place for their child to do their homework
- Helping their children to maintain the balance between time spent on homework and recreational activities by monitoring their child's recreation time at home
- Modelling responsibility and integrity to their children by letting their children take ownership of their own learning and completing their own homework. Parents are encouraged to provide motivation and support where required

2.2 Teacher's Role

Teachers support their students and parents by:

- Understanding the homework policy and implementing it responsibly
- Designing homework according to the school's Homework Policy & the Learning Programs
- Setting appropriate homework expectations that meet their students' developmental needs
- Monitoring individual student homework submission
- Providing appropriate and timely feedback on completed homework to ensure students benefit from homework
- Communicating with parents in a timely manner to ensure effective parent support and early intervention
- Ensuring that homework tasks are varied, challenging and relevant

2.3 Students' Role

Students derive maximum benefit from homework by:

- Seeking clarification to ensure understanding of the task and expectations required
- Developing effective habits and skills for their own learning
- Completing their homework independently, diligently and responsibly
- Submitting their homework on time

RESOURCES

- Educational and Training Reform Act 2006
- Educational and Training Reform Regulations 2007
- Education and Overseas Students Act 2000 (Cth)
- Victorian Department of Education & Training Homework Guidelines
- Student Wellbeing and Management (primary and secondary) Policies
- ERS - ATC Review of Homework Policies and Practices 2016
- Victorian Parliamentary Inquiry 2014
- Al-Taqwa College VCE Handbook 2016

TARGET AUDIENCE

- All teaching and classroom support staff, parents, students and relevant stakeholders e.g. VRQA

APPENDICES

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|-----|-------------------------------|-----|---|
| 1.1 | F – 6 Homework Guidelines | 1.2 | Homework Term Planners, Routines & Procedures |
| 2.1 | 7– 10 Homework Guidelines | 2.2 | Homework Term Planners, Routines & Procedures |
| 3.1 | VCE/ VCAL Homework Guidelines | 3.2 | VCE/ VCAL Homework Term Planners, Routines & Procedures |

Appendix 1.1 – Foundation to Year 6 Homework Guidelines

The College believes that the following expectations are reasonable for the age and academic demands of students at each level.

Items	Years F-2	Years 3 - 4	Years 5 – 6
Duration	Not more than 20 minutes daily	Not more than 30 minutes daily	Not more than 60 minutes daily
Components	Daily Reading (10 min) <i>Reading to with or by parents depending on child's reading achievement</i>	Daily Independent Reading (20 min)	Daily Independent Reading (30 min)
Other generic activities that may be assigned to students across the levels: <ul style="list-style-type: none"> Tasks associated with classroom activities for example: <ul style="list-style-type: none"> Remediation and or extension worksheets either in hardcopy or from school endorsed websites e.g. StudyLadder Practical assignments to provide students with opportunities to apply concepts learnt in class for example listening and recording of persuasive language used in advertisements on television, making list of items around the home that are round in shape, interviewing family members about their childhood and making simple experiments with a family member to learn about properties of solutions Unfinished classroom activities as homework tasks Enrichment assignments to stretch and to encourage our students to pursue knowledge individually and imaginatively such as taking on internet and literature research on a topic of interest and doing an investigative project on a topic of personal interest for example investigating the development of the local newspaper. <p>Teachers will modify the homework assignments to ensure they are age and curriculum appropriate.</p>			
	Other level appropriate activities may include: <ul style="list-style-type: none"> Reading and or spelling of high frequency words 	Other level appropriate activities may include: <ul style="list-style-type: none"> Reading and or spelling of High Frequency words Reading and spelling of individual words 	
Additional Remarks	1. No homework is given to students during the month of Ramadan, during Eid holidays and end of the year school holidays 2. All homework will commence immediately from week 2 in term 1 and in week 1 in terms 2 to 4		

* ATC Homework Policy is informed by the Victoria State Government Education & Training School Policy and Advisory Guide on Homework

Appendix 2.1 – Year 7 to 10 Homework Guidelines

The College believes that the following expectations are reasonable for the age and academic demands of students at each level.

Items	Years 7 - 8	Years 9 - 10	
Duration	Not more than 90 minutes daily across all the Learning Areas (Max. of 480 minutes a week)	Not more than 120 minutes daily across all the Learning Areas (Max. of 600 minutes a week)	
Guidelines	<ul style="list-style-type: none"> • Assignments & projects given as part of a Learning Area Learning program is not considered as homework • Incomplete classroom work should not be treated as homework. This is because homework has its own specific focus and purpose. Incomplete classroom work must be managed by students as their own personal accountability as the school wants to ensure good time management of classroom learning • No homework is assigned over the weekend to give students opportunity to catch up with their assignments, project work and to promote students' school-life balance • Homework assigned should allow students to consolidate, build on, extend and apply key concepts, knowledge and skills learnt in class, in ways that leverage on home and external resources not available or practical to do in class. • Homework task should ideally be designed to promote student independence and to develop student's self-management skills. 		
Duration by Year Level	Learning Area	Daily Duration	Days
7 to 9	English & English Accelerated	30min	Mondays to Fridays
10		35 min	
7 to 9	Mathematics & Mathematics Accelerated	30 min	Mondays to Thursdays
10		35 min	
7 to 9	Humanities	20 min	3X a week. The actual homework days will be determined at the classroom level coordinated by teachers teaching the class. A weekly homework schedule will be provided to students by classroom teachers.
10		30 min	
7 to 9	Science	20 min	3X a week Instructions as above
10		30 min	
7 to 9	Technology: Digital Technology	NA	1X a week Instructions as above
10			
7 to 9	Technology: Design Technology Electives	NA	1X a week Instructions as above
10			
7 to 9	The Arts	NA	1X a week Instructions as above
10			
7 to 10	HPE	NA	1X a week Instructions as above
7-10	Arabic	20 min	Every Friday
	Quran	20 min	
	Islamic Studies	20 min	
Components	<p>Possible Homework Activities:</p> <ul style="list-style-type: none"> • Preparatory exercises e.g. pre-reading, revision study and review for impending assessments • Consolidation, remediation and revision tasks e.g. practise exercises from school endorsed websites, e-books, text books or teacher-designed materials (can be original teacher created or put together from various sources to address specific student needs) • Practical tasks to provide students with opportunities to apply concepts learnt in class. E.g. : <ul style="list-style-type: none"> - Listening and recording of persuasive language used in media to identify persuasive devices - Creating mathematics word problems or observing mathematical phenomenon in nature - Conducting simple experiments with parental supervision at home to discover properties of solutions and matter • Inquiry-based enrichment activities such as WebQuest that encourages students to conduct research which stimulates higher order thinking, problem solving and invites innovation and creativity. 		

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Appendix 2.2 – Year 7 to 10 Homework Term Planner & Routines

Learning Area:

Term: 1 / 2 / 3 / 4

Year Level:

Homework Routine & Procedure:

HKLAs please fill in your weekly homework routine to guide your teachers' classroom practice and to be used as minimum requirements. Below are some examples for your consideration:

- Homework commences in week 2 of Term 1 & week 1 of Term 2 to 4. Homework ends 1 week prior to semester exams
- Homework for the week to be given by the teacher during the 1st lesson.
- Homework details to be recorded in Homework contents page in Homework Book
- Worksheets or homework instructions to be pasted in Homework Book.
- All homework, Homework Book or Homework Booklets will be collected every Friday, sighted and signed by the teacher and returned at the 1st lesson of every week
- All homework feedback to be completed within a week of the homework being completed. Feedback can take any appropriate form that is most beneficial for learning depending on task e.g. peer-checking, classroom discussion, as part of the induction process of a class's lesson, pop-quiz, student or group conferencing intertwined with class lesson development
- Parents to sign students' homework book every term.
- Parents of students who does not complete or submit their homework 2 weeks in a row are to be contacted by teachers through student diaries for early intervention.

Week	Activities	Resources
1	Instructions can be as general or as specific as required to suit the purpose of the document	
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Homework Contents Page

TERM 1			
No	Homework Details	Teacher's Remarks	Parent's Comments
W1			
W2			
W3			
W4			
W5			
W6			
W7			
W8			
W9			
W10			
Parents' Termly Signature:			