



HOMEWORK POLICY

PREAMBLE

The reading of books, research and study were means by which Augustine, even as a young student at Carthage, deepened his own thirst for life. Homework and assigned work for the Augustinian educator and learner are to be considered in this dimension – homework is a means to consolidate learning done at school and learn to apply this learning in other contexts of everyday life.

“**Homework**” is the generic term we use for work done outside timetabled lesson time.

The aim of this policy is to:

1. Define the main aims of homework
2. Set the expectations of the learning community on the learners, their guardians and on the educators

General College homework policies

- Students should be given time to unwind and pursue other educational and recreational activities which may include: sports, music, dance, play etc...
- The most important thing with regards to homework is the quality of the tasks and how they aim to support learning rather than the amount of time spent on completing it.
- Homework should help students understand that learning is not simply confined to school.
- Homework is not the completion of schoolwork, but consolidation and reinforcement of skills and understanding.
- When giving homework, educators should recognise students’ diversity in abilities and aptitudes.
- Reading time is encouraged to be done on a daily basis and should not necessarily be considered part of the daily assigned tasks from College.
- Ideally, homework should be differentiated to take into account the individual pupil’s aptitudes, needs and preferences.

PRIMARY

The regular setting of worthwhile and stimulating homework in the Primary forms an integral part of the curriculum. We believe it fosters good habits so vital to future success. Tasks are concerned with research, problem solving, the reinforcement of learning, and to encourage students to use their initiative.

Homework is regarded as:

- An opportunity to develop and maintain a home/school, parent/teacher link which is of benefit to the child.
- An opportunity to develop and maintain a close parent/child working partnership, whereby the parent becomes an informed participant in their child's learning process.
- An opportunity for parents to informally check and review their child's progress.
- An opportunity for the child to revise, practise, extend, develop and consolidate aspects taught in class.
- An opportunity for the child to read, learn spellings, tables, words of songs or poems out of school, which maximises classroom teaching time.
- An opportunity for the child to cover the core curriculum areas in greater depth.
- An opportunity for the child to develop positive homework habits – to become accustomed to setting a short time aside each school evening.

It is expected that:

- Homework should be thought-provoking, challenging, interesting and stimulating, never mundane or repetitive.
- Homework is set each evening at the discretion of the teacher for every child.
- All staff keep a dated record in their planners of homework set.
- Primary students are given a homework diary to assist with remembering tasks. Besides, all homework tasks are normally uploaded by the educators on the College online communication platform (***The Student Campus***)
- Individual children's needs are catered for.
- As the child moves up the school the amount of homework increases and the time that the child is expected to spend on homework increases also.
- Parents will support their child's class teacher by setting aside time and providing suitable working conditions in which homework may be undertaken.

Non written homework day

In the primary, once a week a non-written homework day is given to all students. The aim is to help students catch up with any errands or studying they may have. On such days, students are encouraged to read more and do any study work required such as the studying of tables and other work covered in class.

SECONDARY

Homework is set to complement and enhance learning so that individuals can develop the essential self-study skills necessary to achieve and fulfil their own potential. Homework gives learners the opportunity to work independently and take responsibility their own learning.

Homework may consolidate or extend prior learning, or may involve preparation for future learning. It can take various forms that may include, but not exclude writing, reading, speaking, project-work, collaboration with other students, and practical work. Homework will often be done at home. During substitution lessons, when teachers happen to be absent, students, may with the permission of the supervising educator, to be allowed to start their homework or read a book.

We set homework because:

- It encourages students to develop the skills, confidence and motivation needed to study effectively on their own. This is vital for students; given the importance of life-long learning and adaptability to differing circumstances.
- It encourages enjoyment of learning and promotes the idea that learning can, should and does occur outside the classroom as well.
- It encourages students to explore a variety of diverse sources of knowledge and ideas, such as the College and other libraries, books, journals, physical locations, the internet, family and friends.
- It extends the learning that takes place in a formal setting in school, e.g. through additional reading, research and project work.
- It encourages parental involvement in students' school-related work and encourages a partnership between College and home.
- It helps manage particular demands set by assessing educational institutions (e.g. Matsec), such as coursework.

Meaningful homework will:

- Be challenging, relevant and of interest to students.
- Be appropriately differentiated and fully inclusive.
- Be carefully planned and appropriately integrated with class work and/or schemes of work in such a way that facilitates an application grade to be awarded at least once per cycle.
- Promote independent thinking and learning, with appropriate support and guidance from the educators.
- Be clearly explained i.e. students should understand the requirements of the task and the outcomes expected.
- Be properly noted down by the students in their College diary

- Be properly recorded in the College online communication platform (The Student Campus).
- Be manageable and, where necessary, appropriately structured. Larger, longer tasks, covering more than one homework may involve intermediate deadlines and tasks.
- Time-bound; students should be able to complete homework to a high standard in the time allocated.
- Take a variety of forms: reading, research, written tasks or exercises, project work, preparation of presentations, learning for a test, etc. Homework may occasionally involve completing work set in class.

It is important to note that:

- The frequency and nature of homework will vary according to subject. Some subjects require the frequent setting of homework, while others do not require this.
- There will be some variation from week to week depending on the topics and skills being taught in a particular subject.
- Although homework should be a regular part of planning for learning, we do not encourage the setting of homework for the sake of setting homework.
- The suggested time allocation indicated by the educators is a general guideline that helps the learners and the guardians to time the tasks that are to be carried out at home.

Feedback on homework:

- All homework completed by learning should be acknowledged, appropriately assessed according to the College Assessment Policy and written feedback given.
- Feedback should, wherever possible, be formative, indicating how improvement could be possible and the next steps that students need to take in order to improve.
- Parents should be aware that homework may occasionally be marked by students themselves as part of a self and peer-marking programme, that is also part of the learning process.

Rewards and praise

Effort and attainment with homework will be valued and recognised by teacher comments, both written and verbal, and through the use of the College appraisals system. Educators may also choose to display the students' work within the school, in College publications and in social media.

- **Learners are expected to:** take note of the homework being set by the educators in their College diary.
- Listen to the educators' explanation of the set task, and make any relevant queries in a timely manner.
- Plan the work to be done at home so that there is ample and appropriate time to hand in the tasks by the deadline set by the educator.
- Take the work seriously and do his utmost to present work that reflects his potential. Should this not be the case, educators will follow the *Good Behaviour Policy* and the due disciplinary actions will be taken.
- Take into consideration the educator's feedback when do follow-up tasks.
- Finish off all homeworks assigned by the educators on a daily basis (unless instructed otherwise by the educators themselves) The work presented by the students should be done to the best of the students' abilities in the allocated time.
- Hand in the work on time. Should this not be the case, educators will follow the *Good Behaviour Policy* and the due disciplinary actions will be taken. Should a student find it difficult to present the homework in time due to an occasional valid reason, the teacher should be informed by the parents/guardians and an agreed extension may be negotiated.
- Present original work, and understand that should this not be the case, educators will follow the *Plagiarism Policy* and the due disciplinary actions will be take.

Absence from lessons and set tasks

Learners who are absent from College due to sickness or other circumstances are encouraged to attempt the assigned homework.

When students are selected to participate in extra-curricular activities which involve absence from lessons this procedure must be followed.

- Students must ask educators whose lessons are likely to be affected for permission to miss the lesson. Wherever possible, permission should be sought in a timely manner and not on the day of the absence.
- Students must make every effort themselves to find out what work was missed and to catch-up on both classwork and homework.
- Students who repeatedly fail to catch-up or whose academic progress is compromised by participation in extra-curricular opportunities may find themselves ineligible for future selection.

Educators who are responsible for the activity are required to disseminate a list of those students involved to all staff in timely manner to assist with planning. The Assistant Heads responsible for the activity will support the educators involved in this.

Failure to complete homework/meet deadlines

- If a student realises that he will not be able to meet a deadline for valid reasons, he should inform his educator and negotiate an agreed extension which will be agreed upon on the educators' discretion.
- Failure to complete homework will initially result in an infraction being logged on The Student Campus. Should there be missing homework be a repeated occurrence, educators are to inform the Assistant Heads responsible for the particular year group and discuss ways of supporting the students and possible disciplinary actions, that may include break detention and extra work, amongst others.

Guardians may be called for a meeting at school should the issue of missing homeworks be regarded as serious by the Assistant Head. In this meeting, pastoral care and support and disciplinary actions will be discussed.

The Role of Guardians

The College seeks to work positively in partnership with guardians to help to support the students' learning process. Guardians can help to ensure that homework is as effective as possible in various ways, such as:

- Providing a structured time and a suitable place in which students can do their homework.
- Making it clear to their children that they value homework and believe that it can help their children to make good progress.
- Encouraging children in their homework tasks.
- Helping children with the organisational skills required for independent study.
- Checking The Student Campus against the student's work to ensure that set tasks have been completed.
- Co-operate with the College, should they be informed from the behaviour infractions on The Student Campus that the student has not handed in any homework tasks.

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