



Homework Policy

Secondary Recommended Daily Homework Time

Grade	Minutes
6	60
7	70
8	80
9	90
10	100
11 & 12	120-180

These times are a guide for a reasonable amount of time to expect students to spend on homework each day. Teachers should refer to the calendar on ManageBac and consider student workloads in other subjects prior to setting summative tasks.

Expectations

Homework should be:

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open ended
- assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities.

Roles and responsibilities

BIS will support students by:

- fostering lifelong learning and connecting families with the learning of their children
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy
- encouraging parents/carers of early primary school aged children to read to and with their children for enjoyment
- ensuring that Upper Primary and Secondary students use BIS Student Planners to provide a regular communication between parents and the school. Planners may be electronic in Grades 9-12.

Teachers can support students by:

- equipping students with the skills to solve problems
- encouraging real-life problem solving, logical thinking, creativity and imagination
- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- giving students enough time to complete homework, considering home obligations, workloads in other subjects and extracurricular activities
- assessing homework and providing timely and practical feedback and support
- helping students develop organisational and time-management skills
- offering a wide range of opportunities for families to engage in their children's learning.

Parents can support students by:

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities



- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework
- attending the school events their child is involved in
- Checking and signing Student Planners regularly
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community groups.

Students can take responsibility for their own learning by:

- being aware of the school's homework policy
- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments 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.

Value of homework

The current evidence and research shows 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

Quality practice

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.