

HOMEWORK POLICY

PURPOSE

The purpose of this policy is to outline to students, parents/carers and school staff Furlong Park School for Deaf Children's expectations for homework and at-home learning.

SCOPE

This policy applies to students in all year levels and staff responsible for setting homework.

POLICY

Furlong Park School for Deaf Children acknowledges that homework should be tailored and adapted to suit the personal and developmental needs of students.

Teachers at Furlong Park School for Deaf Children are encouraged to exercise their discretion in assigning tasks that are appropriate and meaningful for their students. This may comprise of reading, completing class work or social tasks with family members.

Prep and Junior Levels

In the early years, the objective of homework should be to practise and consolidate the concepts that have been introduced during class time. It is also intended to introduce the concepts of self-discipline and initiative and prepare them for the upper grades.

Assigned homework tasks will build on concepts explored in the classroom, and will mainly consist of daily reading to, with, or by parents/carer or older siblings.

Students are not expected to complete more than 20 minutes of homework per day and no homework tasks will be assigned over the weekends or during the holidays.

Middle and Senior Levels

In the middle to upper year levels, the objective of homework is to consolidate the concepts learnt during class time, along with building on the concepts of independence and responsibility to prepare students for secondary school.

Assigned homework tasks will include daily independent reading and may include an additional Literacy and Numeracy task, personal and social activity or completing class work.

Students are generally not expected to spend more than 30 minutes per day on homework and no homework tasks will be assigned over the weekends or during the holidays.

Speech Pathology Homework

In order for students to make progress in their speech and language development, they need to regularly practise skills, learnt during in-school speech sessions, with their parent or caregiver at home.

Students are provided with weekly homework from their speech pathologist and are expected to practise this for a minimum of ten minutes each day.

Shared expectations and responsibilities

Homework is a shared responsibility between the school, teachers, speech pathologists, 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.

Furlong Park School for Deaf Children will support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- 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 providing them with a copy of the homework policy
- encouraging parents/carers of early primary school aged children to read to and with their children for enjoyment

Teachers at Furlong Park School for Deaf Children will:

- equip students with the skills to solve problems
- encourage real-life problem solving, logical thinking, creativity and imagination
- set varied, meaningful and challenging, but achievable, tasks related to class work to suit the students' learning needs
- give students enough time to complete homework, considering home obligations and extracurricular activities
- assess homework and provide timely and practical feedback and support
- help students develop organisational and time-management skills
- develop strategies within the school to support parents and carers becoming active partners in homework
- offer a wide range of opportunities for families to engage in their children

It is expected that students will take responsibility for their own learning by:

- being aware of the school's homework policy
- discussing with their parents/carers 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.

It is expected that parents/carers will support their children 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, productions or displays their child is involved in
- supporting their child with recording their homework achievements
- 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
- ensuring there is a quiet study area for students to complete their homework tasks.

Support for students, parents and carers

Teachers at Furlong Park School for Deaf Children understand that students have different learning styles and interests, and may approach learning activities and homework differently. If you are concerned that your child may not understand the homework tasks that have been set for him or her, or is spending a long period of time completing their homework, we encourage you to speak to their classroom teacher.

FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide:
 - [Homework Guidelines](#)

REVIEW CYCLE

This policy was last updated in **May 2019** and is scheduled for review in **May 2023**.