



Clayfield College Home Learning Policy

Intent

At Clayfield College we recognise that learning can be enhanced, deepened and consolidated through the thoughtful integration of classroom and home-based activities. Our approach to the setting of learning to be completed at home, is founded on the acknowledgement of the complexity of students' lives, the necessity for balance and the importance of assisting students to develop productive learning behaviours. This policy document articulates Clayfield College's philosophy regarding home learning and details how this thinking shapes the daily operations of teachers.

Scope

This document is of relevance to all students at Clayfield College and their parents/carers. It is reflective of current educational understandings and provides guidelines for academic staff.

Policy Statement

The ultimate aim of education at Clayfield College is to create independent and resilient learners who have the capacity to think deeply and apply their thinking in unfamiliar contexts, to solve problems or address challenges. To achieve this, we focus on the development of the beliefs and behaviours which facilitate highly effective learning together with a sense of personal accountability. The increase in personal responsibility which occurs as students move through the year levels is reflected in the expectations attached to the home learning set. Home learning is designed to assist students to deepen their understanding and make progress. This means that its aim is to:

- consolidate conceptual understanding *and/or*
- consolidate a specific process *and/or*
- assist in the development of productive learning habits *and/or*
- prepare learners for the in-class introduction of new concepts/ideas or processes.

Guidelines for Home Learning

When establishing guidelines for home learning there must be flexibility as each student demonstrates different developmental levels, capacity and needs. Generally, it is most useful to think in terms of time as the pace of work can vary greatly. The time assigned to home learning should ensure that young people are able to engage in other activities, spend time building

relationships and have adequate sleep. Part of the value of home learning lies in teaching students how to create a realistic schedule which allows them to apply themselves consistently and purposefully. Through home learning, productive behaviours and effective practices can be consolidated. Students need to be taught how to reflect on the material covered during class and create revision notes. Teachers are asked to avoid 'busy' work or setting home learning just for the sake of it.

Junior School

In the junior years home learning is given on a regular basis; however, the aim is not to burden a student with extra repetitive work but to help set appropriate work patterns that will stand the student in good stead throughout his/her school life. Reading practice is essential all through the junior years, where students should hear text, read aloud and read to themselves. Increasing amounts of English and Mathematics home learning are given as students progress through the junior years. Units of Inquiry (Social Science and Science) and specialist lessons may sometimes be included, and the amount of project work increases with the year level.

As a general guide for students and parents, the following times are suggested for each year level. We understand students have commitments through the week, hence an asynchronous style is adopted to allow for flexibility in family schedules. The exception may be the learning of spelling words and reading, which is recommended consistently on a daily basis throughout the week.

PREP/YEAR 1	Approximately 15 minutes per night, 4 times a week, plus daily reading
YEAR 2,3,4	Approximately 20 minutes per night, 4 times a week, plus daily reading
YEAR 5	Approximately 30 mins per night, 4 times a week, plus daily reading
Year 6	Approximately 45 mins per night, 4 times a week, plus daily reading

Senior School

Homework is to support the learning that occurs in the classroom. Each learning area will have specific requirements with regards to homework. Whilst home learning is expected for all students, there may be times when home learning must be minimised owing to other commitments or circumstances. This is to be negotiated with the classroom teacher. Students who are in the Elite Sporting Program may use time during the day (because of spare lessons/line) rather than time before or after school to complete home learning. If students miss classes for music lessons or external sporting commitments, they must contact their teacher to negotiate tasks and catch up on work missed. This will add to the stated homework requirements. Extensions on homework are to be negotiated directly with the classroom teacher. If no homework is assigned in particular subject/s students need to use the time to read, review content, practice skills and prepare for upcoming

assessment. As students' progress through the Senior School, they are expected to take ownership of their home learning and seek opportunities to gain feedback.

Transition to Senior School

Year 7

The transition from Junior to Senior school involves many changes. Students have more subjects and more teachers. This creates the potential for increased home learning. Students need time to settle into a new routine and in some cases a new school. They also need to balance their academic expectations with co-curricular commitments. To assist with this, students will be provided with a week's turnaround time to complete set homework. Homework across all subjects will be collated and emailed to students and parents by 3pm each Friday. Students will submit their completed homework onto the class One-Note for each subject. When students are working on an assignment, that will predominantly constitute their home learning. Students in Year 7 are to stop after completing their set time even if they have not finished the work. Parents are requested to sign the diary and note any concerns for the student to bring to the teacher's attention in the next class. Heads of Department will monitor their staff members' approach to setting learning to be completed at home. Heads of Year will maintain oversight of the demands on students' time.

Year 8

Students in Year 8 will be provided with a weeks' turnaround time to complete set homework; however, the onus will be on them to record the homework in their diaries and keep track of due dates across different subjects.

Approximate time for Home Learning in the Senior School

The times in the table below are approximate:

YEAR 7	Approximately 1 hour, 5 times a week, a week's turnaround (Friday- Friday)
YEAR 8	Approximately 1 hour, 5 times a week, a week's turnaround (days vary between subjects)
YEAR 9	Approximately 1 hour, 6 times a week
YEAR 10	Approximately 1.5 hours, 6 times a week
YEAR 11	Approximately 2 hours, 6 times a week
YEAR 12	Approximately 2.5 hours, 6 times a week

Whilst students are encouraged to balance their academic workload with cocurricular commitments, they need to be committed to apportioning the appropriate times per week towards home learning.

Approval and Review

Developed:	Teaching and Learning Leadership Team
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