



HOMEWORK

1. INTRODUCTION

JVS views homework as the consolidation of concepts, skills, or knowledge that a student has covered/learned in class.

Homework is not compulsory at JVS.

Depending on individual needs, students may be set homework for which parents are encouraged to support their child at home to complete.

2. PROCEDURES:

2.1 Students are expected to return homework to the classroom teacher within set timeframes which may be weekly, fortnightly, or at specific times to support the learning of a specific concept.

2.2 It is deemed more beneficial to the school for parents to inform the classroom teacher if the homework set is too challenging for their child i.e. rather than parents completing the work for the student or forcing students to engage with work that is too difficult, as this will have a negative impact on learning.

2.3 Homework is designed for the individual child and, therefore, it is the responsibility of each teacher to decide the amount and frequency.

2.4 Depending on the individual child's needs, the family composition, level of crisis student may be exposed to and other family related variables, homework may not be appropriate at a specific time or for an extended duration. Teachers in consultation with the school principal and families will need to negotiate the best possible level of homework provision (if at all).

2.5 It is preferable that the parents cite and participate in the homework program if planned for their child.

2.6 It is essential that all homework is checked and marked by the teachers.

2.7 Consequences for incompleteness of homework should be carefully considered in consultation with the principal. Parents should be asked for reasons behind a student's incompleteness and consequences should not be set for incompleteness due to situations beyond the child's control.

2.8 JVS considers active involvement in sport, artistic, or other learning activities after school to be acceptable reasons for incompleteness of homework, or as alternatives to homework as negotiated between parents/carers, student and the classroom teacher based on the individual needs of the child.

2.9 Secondary school teachers should consider how sufficiently students are engaged and achieving learning outcomes at school before considering the amount, depth, and KLA's being covered as part of a student's homework program.

2.10 New learning in the form of research may be deemed appropriate for homework (on occasion), provided adequate scaffolding and instruction on research skills has been taught in class.

2.11 Teachers are asked to inform parents at the beginning of each year, of this policy and how discussions about the homework for specific children will take place.

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