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| POLICY: SCS 9 | Issued: Feb 2019 |
| REVIEW: Feb 2020 | Approved: Sue Holmes Principal |

Curriculum and Homework Policy

Please also refer to curriculum framework statement and allotments

Sherbrooke community school uses a range of different curriculum options that are provided by DET.

- the Victorian Early Years Learning and Development Framework (VEYLDF)
- the Victorian Curriculum F-10
- senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools
- a range of programs that support the standard curriculum i.e. engagement of students, multicultural education, cycling programs, traffic safety education, etc.

Within the curriculum;

- homework is set that supports classroom learning and consolidates concepts taught in class.
- Students undertake a range of assessments that are reported on Compass throughout the year.
- Students reports are published biannually on Compass and align to the VEYLDF, Victorian Curriculum F-10, VCE, VCAL or VCET in Schools standards.

Ensure that classrooms are safe and classroom activities are conducted safely:

- access a wide range of educational resources to select appropriate teaching and learning resources
- set homework that supports classroom learning
- undertake a range of student assessment and reporting activities to support student learning and development
- ensure that classrooms are safe and classroom activities are conducted safely.

CURRICULUM DEVELOPMENT

Foundation - 10

The Victorian Curriculum, together with the Victorian Early Years Learning and Development Framework, specifies the skills children and young people need for success in work and life.

Victorian Early Years Learning and Development Framework (VEYLDF)

The VEYLDF sets out outcomes and practices to guide early childhood professionals in their work with all families and their young children from birth.

There are five interconnected Learning and Development Outcomes, for children from birth to eight years, with these Outcomes linking to the first three levels of the Victorian Curriculum F10. In the Foundation stage of schooling (Prep – Year 2) schools may choose to structure teaching and learning programs around the five outcomes of the VEYLDF.

Victorian Curriculum F-10

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10. It is structured as a learning continuum that enables teachers to identify the student’s current levels of achievement and then deliver teaching and learning programs that support progression of learning. The curriculum integrates the ‘Towards Foundation Level Victorian Curriculum’ directly into the curriculum and is referred to as ‘Levels A to D’.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in five or six bands for all the other learning areas and capabilities. Achievement standards are provided in four levels (Levels A to D) for students with additional learning needs or a disability.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian standards and priorities.

Related policies

- year 10, VCAL and VCE policy
- VASS procedures

Safely Delivering Curriculum

Schools must ensure that:

- school safety policies include risk identification and management processes for all teaching activities
- classrooms, laboratories and preparation rooms are safe at all times.

STUDENT ASSESSMENT AND REPORTING

Overview

Schools undertake a range of student assessment and reporting activities to inform and support student learning.

Assessment

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners’ progress and achievement to improve learning.

Reporting

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs, this will be twice a year. Although assessment will be ongoing and displayed on compass as each task is completed
- School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Related information

Please see year 10 VCAL and VCE policy and handbook

VASS procedures

Student records

Homework

It is recognised that homework can help 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.

Background

As part of a comprehensive and balanced curriculum within Victorian schools, homework is seen as one way of supporting and fostering life-long learning and connecting families with the learning of their children.

The setting of homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation, cultural pursuits and employment where appropriate.

- individualised homework activities/plans, aligned with individualised learning styles and abilities
- links homework activities with prompt, appropriate assessment and feedback.

The school homework approach should be informed by a shared understanding and be regularly monitored through feedback from teachers, students, parents/carers and the school council as appropriate.

Roles and responsibilities

The school 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 through parent teacher interviews, communication via phone and compass, students support group meetings and individualised learning plans.
- 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 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 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 and extracurricular activities
- assessing homework and providing timely and practical feedback and support
- helping students develop organisational and time-management skills
- ensuring parents/carers are aware of the school's homework policy
- developing strategies within the school to support parents/carers becoming active partners in homework.
- 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, productions or displays their child is involved in
- 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

The table below describes quality homework practice for the different year levels.

| Years | Homework |
|-----------|--|
| Prep to 4 | <ul style="list-style-type: none"> • can foster a sense of self-discipline and responsibility and prepare students for upper grades • enables the extension of class work by practising skills or gathering of extra information or materials • will mainly consist of daily reading to, with, and by parents/carer or older siblings |
| 5 to 9 | <ul style="list-style-type: none"> • should include daily independent reading • should be coordinated across learning areas in secondary schools to avoid unreasonable workloads for students • may extend class work, projects and assignments, essays and research. |
| 10 to 12 | as a general guide, from Year 10 to 12 would be expected to increase, and require from 1 up to 3 hours per week night with up to 6 hours on weekends during peak VCE periods. |

Homework Expectations

Purpose of this topic

To ensure that schools set homework that supports educational requirements.

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.

Types of homework

This table describes the type of homework that meets these expectations.

| Type | Description |
|-----------------------|--|
| Practice exercises | Provide opportunities for students to apply new knowledge or to review, revise and reinforce newly acquired skills, such as: <ul style="list-style-type: none"> • reading for pleasure • practising spelling words • practising physical education skills • writing essays and other creative tasks • practising and playing musical instruments • completing consolidation exercises for Mathematics • practising words/phrases learnt in a Language Other Than English. |
| Extension assignments | Encourage students to pursue knowledge individually and imaginatively, such as: <ul style="list-style-type: none"> • writing a book review • researching local news • finding material on the Internet • making or designing an art work • monitoring advertising in a newspaper • completing Science investigation exercises |

EVALUATION

This policy was last ratified by School Council in February 2019 and should be reviewed by February 2020.

Implementation will be reviewed annually by the Leadership Team.

Signed:School Council President Date

.....Principal Date