

**Rationale**

Tatachilla Lutheran College Senior School Home Learning Policy supports the development of effective study habits and dispositions through home learning tasks, and through that the development of independent learners. The College believes that home learning should be purposeful and relevant to student needs and learning, with clear time limits for students to achieve set tasks. The College believes that support should be given to students to achieve the learning goals of the set task/s and a commitment to teaching study skills to help students learn to manage their time.

**Definition**

Below is a list of guiding principles for staff to support students.

When setting home learning activities, the following guiding principles are to be adhered to:

**1. Students are provided with clear deadlines and sub-deadlines to complete home learning tasks:**

- 1.1 this encourages the development of independent learning skills and empowers students to make appropriate decisions regarding their schedule, balancing out of school commitments and home routines;
- 1.2 this provides opportunity for students to seek support before the task is due in the case where they are experiencing difficulty;
- 1.3 students in Year 10 to be provided a minimum of one (1) week for all summative assessment tasks;
- 1.4 students in Years 11 and 12 should receive a course outline at the start of each Semester/Year with deadlines included. Any changes to or negotiation of these deadlines needs to take place with sufficient time for the task to be completed, and communicated via Coneqt S and Coneqt P; and
- 1.5 for Senior School Students, any negotiation by them regarding due date should be undertaken within reasonable time limits of the set due date, and not the day before a task is due.

**2. Home learning tasks and deadlines for summative and formative tasks should be well communicated with parents and students via the use of the student planner and Coneqt portals:**

- 2.1 it is an expectation that communication is also provided via phone calls (primarily), emails and face-to-face meetings when students in the Senior School are not meeting deadlines, particularly in the case of summative tasks.

**3. Feedback on formative home learning tasks is given:**

- 3.1 the benefit of home learning to improve student learning is significantly enhanced where feedback on home learning is provided. The Coneqt S and P portals allow for Continuous Feedback to be provided at significant or 'milestone' point/s along the way.

**4. Holiday and break times:**

- 4.1 Holiday time for students is a time of respite and break from the normal school routines that they experience in a term. Holiday time also provides students a chance to connect with their families and engage in their hobbies and interests in a deeper way. Setting home learning tasks for students in Year 10 is not advised.

4.2 Students in Years 11 and 12 will need to undertake some home learning and study for exams during holiday breaks, but this will be clearly communicated so families can also schedule time away and rest time.

### 5. Amount of time allocated to home learning and study:

5.1 The guidelines are as follows as a maximum of time limits:

Year Level	Recommended time per week and suggested content
Year 10	Numeracy - 30 minutes Literacy – 30 minutes Completion of Summative Assessment Tasks and/or short term Formative tasks from other learning areas – 6 hours
Years 11 and 12	Times vary according to the learning needs and individual programs of learning. A guideline for Stage 2 is that it would be expected that students are completing 1.5 – 2.5 hours of home learning / study per weekday, and approximately 4-6 hours per weekend.

*Adapted from the New South Wales Government Homework Review in 2012, which compared findings from the UK and various States within Australia*

#### Related Policies:

- Policy: Home Learning – Junior School
- Policy: Home Learning – Middle School