

Homework Policy - Umalas

1. Rationale

At ProEd Global School - Umalas Campus, homework is one way of extending and reinforcing learning beyond the classroom. When used purposefully, it can strengthen knowledge and skills, encourage responsibility and independence, support preparation and revision, and build a constructive partnership between school and home. Homework must remain appropriate to students' age, year level, learning needs and well-being.

2. Purpose

This policy aims to:

- establish clear, consistent and realistic expectations for homework;
- ensure that homework is purposeful, curriculum-aligned and appropriate;
- clarify the responsibilities of the school, teachers, students and families;
- support positive learning habits without creating an unreasonable burden for students, families or teachers; and
- reflect the school's values: We are kind. We are respectful. We do our best.

3. Guiding Principles

Homework set by teachers will, as appropriate:

- have a clear learning purpose and connect to curriculum or classroom learning;
- be appropriate to students' age, year level, current knowledge, skills and learning needs;
- support practice, consolidation, preparation, revision, reading, research, creativity or longer-term learning;
- encourage increasing independence and responsibility;
- be explained clearly, with reasonable expectations and access to necessary resources;

- be monitored by teachers; and
- allow reasonable flexibility and adjustment where this is educationally appropriate.

4. Setting and Communicating Homework

Homework may be set regularly according to the student's year level, subject requirements and current learning needs. The frequency, volume and nature of homework may therefore vary between year levels, subjects and stages of the academic year.

Year-level homework expectations will be communicated to students and families by the relevant year-level teachers. Subject teachers may communicate additional or subject-specific requirements where appropriate. Significant changes to expectations will also be communicated.

The Homework Policy will be made available on the school's website. Families may contact the relevant teacher if they are unsure about expectations or believe that a task is causing unreasonable difficulty or taking substantially longer than intended.

5. Types of Homework

Homework may include:

- regular reading and discussion at home;
- literacy activities, including phonics, spelling, vocabulary, writing or language practice;
- numeracy and mathematics practice;
- revision, retrieval practice or preparation for future learning;
- research, creative tasks or application of classroom learning;
- online learning activities; and
- long-term projects or assignments that are communicated sufficiently in advance.

6. Reading at Home

The school strongly encourages regular reading at home. Reading should be a positive and enjoyable part of family life and should include an appropriate balance of:

Independent reading: students reading independently;

Reading to others: students reading aloud to a parent, guardian or other family member; and

Being read to: parents, guardians or family members reading aloud to students.

Reading aloud to children remains valuable beyond the early years. It gives students access to rich vocabulary, knowledge, ideas, sentence structures and texts that may be more complex than they can yet read independently. Families are encouraged to talk about what they read together, including new vocabulary, important ideas, characters, events and connections to prior knowledge.

Adult read-alouds complement, but do not replace, students' own reading practice. The frequency and nature of reading expectations will be appropriate to each student's age, year level, reading development and learning needs.

7. Frequency, Volume and Timing

- Homework should be manageable and proportionate to students' age, year level and subject demands.
- Homework should normally be manageable within the school week. Weekend and holiday work will be minimised, although students may choose to use this time for reading, revision, completing ongoing assignments or working on longer-term projects.
- Long-term projects and assignments will be communicated sufficiently in advance to allow appropriate planning.
- The school recognises that students may have extracurricular activities, family commitments and individual circumstances. Students and families should communicate with teachers when there are concerns about workload or balance.
- Teachers should consider the combined homework demands placed on students, particularly in Secondary, and coordinate where appropriate.

8. Monitoring, Feedback and Assessment

Teachers will monitor students' engagement with and completion of homework. Feedback will be provided when appropriate and may include verbal feedback, written comments, whole-class review, peer or self-assessment, discussion during lessons, checking for understanding, or automated feedback through online platforms.

Not all homework will be individually marked, corrected or formally graded.

Routine homework may contribute evidence of learning but will not necessarily be included in formal grades. Any homework task that contributes to a formal assessment or grade will be clearly identified in advance and assessed according to the relevant criteria.

9. Differentiation and Reasonable Adjustments

Homework may be differentiated or adjusted to reflect students' age, year level, English-language proficiency, learning-support needs, access to technology and resources, and individual circumstances.

Parents and guardians may raise concerns about the suitability or volume of homework with the relevant teacher. Teachers will consider reasonable adjustments in consultation with relevant school staff where necessary. Final decisions regarding homework expectations and adjustments remain with the school.

10. Absence, Family Holidays and Additional Work

Teachers are not normally required to prepare special homework packages for students who are absent because of family holidays during term time. Families may encourage reading, journalling, writing, practical mathematics, research or other educational activities connected to their travel or interests.

Families seeking additional work beyond that set by the school may use suitable reading materials, activity books or approved online resources. Teachers may offer general guidance but are not responsible for designing or marking additional family-selected work.

11. Non-completion and Concerns

Occasional non-completion should be addressed proportionately. Repeated non-completion will be followed up through discussion with the student and, where appropriate, communication with parents or guardians. Teachers will consider possible barriers, workload, understanding, access and individual circumstances before determining further action.

Students and families should raise concerns when homework is unclear, consistently too difficult or too easy, takes substantially longer than intended, or cannot be completed because of exceptional circumstances.

12. Roles and Responsibilities

Head of School

- Ensure that the Homework Policy is published on the school website and accessible to students and families.
- Ensure that broad homework expectations are communicated and reviewed.
- Support a consistent, proportionate approach across the school while recognising legitimate differences between year levels and subjects.
- Provide opportunities for feedback when the policy is reviewed.

Year-level and Subject Teachers

- Set purposeful and appropriate homework in line with this policy.
- Communicate year-level or subject-specific expectations clearly to students and families.
- Explain tasks, deadlines and required resources.
- Monitor engagement and completion, and provide feedback in an appropriate form when it supports learning.
- Make clear when a task will contribute to formal assessment or grades.
- Emphasise regular reading and explain the value of independent reading, listening to students read, and adults reading aloud to children.
- Consider reasonable differentiation and adjustments when needed.
- Communicate with families when there is an ongoing pattern of non-completion, significant difficulty or concern.

- Maintain records where educationally necessary, particularly when concerns are ongoing.

Parents and Guardians

- Support a reasonable homework routine and an appropriate place for learning where possible.
- Support regular reading by listening to their child read, encouraging independent reading and reading aloud to their child where possible.
- Discuss texts, ideas and unfamiliar vocabulary with their child.
- Encourage effort, independence and a positive attitude without completing work on the student's behalf.
- Communicate concerns about clarity, difficulty, workload, access or exceptional circumstances to the relevant teacher.
- Support the agreed expectations and any reasonable adjustments determined by the school.

Students

- Engage regularly in reading at home, which may include reading independently, reading aloud to another person, listening to someone read aloud and discussing texts together.
- Complete homework with appropriate effort and submit it by the communicated deadline.
- Ask questions when instructions or expectations are unclear.
- Seek help when experiencing difficulty and communicate when work is taking substantially longer than intended.
- Use school and online resources responsibly and complete their own work unless collaboration is authorised.

13. Policy Review

This policy will be reviewed periodically to ensure that it remains educationally sound, manageable and consistent with school practice. Feedback from students, families and staff may be considered as part of the review process.