

Home Learning Policy

Years 7 to 10

Updated: 10 February, 2022

Inspiring Great Minds



Queensland Academy
for Science Mathematics
and Technology





1.0 Rationale

Queensland Academy for Science, Mathematics and Technology is an independent public school for highly capable students in Years 7 to 12. Our focus is on helping students reach their full academic potential. We continually challenge every student to reach their potential by setting high academic goals and expectations. The Academy considers home learning and work completed outside of lesson times a vital part of the learning process for all students.

Home learning raises standards of achievement and attainment in secondary school students by reinforcing, practising and extending upon work completed in lessons, and is crucial in the development of effective study skills, and fostering good habits for life-long learning.

Students will be expected to be doing some work outside of class most days, although the nature of these tasks may vary across year levels and learning areas.

2.0 School community beliefs about the importance of home learning.

It is important that students, staff, parents and caregivers have a shared understanding of the importance of home learning. The Academy:

- Follows the [Department of Education and Training Guidelines](#) in relation to home learning and the development of a Home Learning Policy
- Believes that home learning should be interesting, challenging and relevant to the curriculum
- Is committed to setting home learning tasks that are age and skill level appropriate
- Believes that home learning can help to foster links between school and home by involving parents and caregivers in their students learning

3.0 Responsibilities

3.1 Students

- Be aware of the schools Home Learning Policy and the importance of completing home learning tasks
- Having high expectations for themselves and the learning tasks they complete
- Developing a personal study timetable suited to their schedule
- Ensure that all home learning tasks are written down in the student planner (online or physical), and that the planner is taken to all classes
- Recording all assessment due dates, draft dates, exam dates, and other important dates in their student planner
- Planning their time to ensure revision and review is completed regularly, and that home learning tasks are completed in time
- Seeking assistance from teachers, parent and caregivers when difficulties arise

3.2 Parents (or guardians)

- Encouraging students to take increasing responsibility for their learning and organisation
- Ensuring students have an appropriate place to complete home learning tasks
- In the middle years, regularly checking student planners to see the assigned home learning and assessment dates
- Assisting students to complete home learning by discussing tasks, helping with key questions and directing them to resources
- Observing and acknowledging their home learning effort and success, and asking about how their learning tasks are progressing
- Encouraging students to speak to the teacher if they are having difficulties completing any assigned tasks

3.3 School

- Providing relevant, challenging and meaningful home learning tasks appropriate to the age and ability of students
- Coordinating home learning and assessment tasks across faculties and learning areas to avoid unreasonable workloads for students
- Monitoring home learning task completion and offering feedback to students on their performance
- Ensuring students understand teacher expectations and how their work will be assessed
- Alerting parents and caregivers to any concerns regarding students' home learning, and offering strategies to assist parents in supporting their children

4.0 Types of Home Learning

Teacher-directed

This type of home learning is set and checked by teachers to reinforce and support the learning within the classroom, including:

- Completing practice exercises
- Completing work
- Tasks to extend or enhance classroom work
- Pre-reading texts or novels

Years 7 & 8	Home learning set per week will not surpass the below time allocations and will be inclusive of time spent on assessment	
	English	50 minutes each
	Mathematics	
	Science	
	Individuals and Societies	
	Languages	40 minutes each
	Design	
	The Arts	
PHE	20 minutes	
Years 9 & 10	Home learning will not surpass 2 hours per subject, totalling 12 hours in any given week and is inclusive of time spent on assessment.	



Student-directed

This type of home learning encompasses private study and independent revision which would be complementary and additional to teacher-directed home learning, such as:

- Summarising works from text and handouts
- Rewriting content from class notes
- Revision activities

Students in Years 7-9 are expected to read books of their choice for a minimum of 20 minutes each night as part of their home learning time.

Curriculum or program directed

This type of home learning supports summative and formative assessment pieces, such as:

- Writing reports and essays
- Background research for assignments
- Writing an analysis following a science experiment

5.0 Setting, Managing and Monitoring of Home Learning

It is expected that teachers will review and monitor the home learning that is set, and offer group or individual feedback to the class on their work. Teachers will also monitor student progress on assignments, and ensure students submit drafts for formal feedback.

The amount of home learning assigned may vary around peak assessment periods. If students are regularly spending significantly more time completing home learning than expected, they or their parents or caregivers are encouraged to speak with the relevant teacher.

In Years 7 and 8:

Teachers will set and communicate weekly home learning.

Students are expected to note in their diary the home learning with the date set, date due, expected time to complete and any additional relevant information. This will be monitored by classroom teachers and House Deans.

In Years 9 and 10:

Teachers will set home learning during lessons.

Students are expected to continue to use their diary as a means of tracking and monitoring their home learning.



Students are expected to complete all home learning teacher-directed tasks by the due date. A note must be submitted from the parent or caregiver to support any extenuating circumstances where assigned home learning is incomplete (eg due to illness). If it is incomplete without a valid reason, consequences may be issued by the classroom teacher. Repeated incomplete, late, or non-submission of home learning tasks will be referred as per the Responsible Behaviour Plan, and further consequences may apply.

6.0 Helpful Links

6.1 Time Management

[https://www.elevateeducation.com/portal/manuals/\(Post_Seminar\)_Time_Management_-_Teacher_Implementation_Kit_AUS.pdf](https://www.elevateeducation.com/portal/manuals/(Post_Seminar)_Time_Management_-_Teacher_Implementation_Kit_AUS.pdf)
<https://student.unsw.edu.au/support-time-management>
<https://www.educationcorner.com/effective-time-management.html>

6.2 Effective Study Techniques

<https://www.oxfordlearning.com/how-to-study-effectively/>
<https://www.educationcorner.com/study-skills.html>
<https://learningcenter.unc.edu/tips-and-tools/studying-101-study-smarter-not-harder/>

6.3 Appropriate Study Spaces

<https://collegeinfo geek.com/create-study-space/>
<https://www.studiosity.com/blog/study-inspiration-the-best-study-spaces-in-all-shapes-and-sizes>