



A New World of Learning...

ORANGE ANGLICAN GRAMMAR SCHOOL

Orange Anglican Grammar School

Homework Policy

It is a requirement of the NSW Registration Manual (3.6.2) that all non-government schools have a documented homework policy in place.

At Orange Anglican Grammar School we recognise that homework is a part of the learning process and equips students with learning skills that will assist them in the future.

It allows for practising and consolidating work done in class. Homework provides opportunities to develop student study skills and work habits (Blazer 2009).

To maximise the effectiveness of homework OAGS acknowledges the distinctive needs of the different learners in the school and through evidence based research has operational guides for the school that provides a framework for the purpose and process of assigning homework within the school.

This operational guide acknowledges homework can have a positive impact by:

- Improving students' time management and organisational skills (Blazer, 2009; Dixon, 2007)
- Improving attitudes towards school and show that learning can take place outside of the classroom (Blazer, 2009; Cooper, Robinson & Patall, 2006; HMI for Education and Training in Wales, 2004)
- Fostering a sense of personal responsibility and self discipline (Blazer, 2009; Cooper, 1989, Dixon, 2007)

This operational guide acknowledge the areas of homework that need to be managed:

- As a teaching strategy, homework has limitations. The work is done in the absence of a qualified teacher and there is no control over who completes the work (Blazer 2009; Hattie 2009).
- Homework can have an impact on activities such as sports and community activities (Cooper & Valentine 2001; Dixon 2007; Forster 2000).
- Homework can cause stress and may even create tension between parent and child (Blazer 2009; Cooper, 1989).

This operational guides seek to implement the following research based evidence:

- The quality of the homework assigned is likely to be more important than the quantity (Canadian Education Association, & Ontario Institute for Studies in Education, 2010).
- Homework must be purposeful and relevant to student needs and should not jeopardise the right of children to enjoy a balanced lifestyle (Dixon, 2007).

- The amount of homework and time spent on it should accord with the student's age

Refer to the following operational document for homework:

[Homework at OAGS](#)

This operational document includes:

- Suggested homework
- Marking and Feedback
- Parental involvement
- Issuing Homework
- Management of Homework
- Recording Discipline

The operational document will be reviewed on a yearly basis and communicated to staff at the commencement of the school year.