COUNTRY HOUSE SCHOOL

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COUNTRY HOUSE SCHOOL

HOMEWORK POLICY

EFFECTIVE & ADOPTED	LAST REVIEWED
DECEMBER 2025	

1. RATIONALE

Country House School is committed to developing all children holistically and equip them with the necessary skills to function independently with confidence and a clear sense of purpose in their lives.

Homework has been extensively researched. Homework does not necessarily raise learner achievement; however, it provides parents with a window into their child's learning at school. Homework activities appear to be most effective when linked directly to class activities so that homework is part of the reinforcement process between school and home.

It has been found that parents can influence the homework environment by creating positive conditions for learning and encouraging children to complete tasks.

The **purpose** of homework is to give learners the opportunity to extend lessons, practise skills, engage in critical thinking and develop good working habits.

The **aim** is to consolidate learning, build confidence and encourage independence. Homework is the vehicle towards attaining these goals and is particularly essential as it meets certain objectives which cannot be achieved in the otherwise normal educational programme of the school.

Therefore, it is up to the child, family and teachers to share the responsibilities of homework.

We believe in the value of family, and we desire for parents to be actively involved in their children's education experiences.

2. REFERENCES AND LEGISLATION

The South African Schools Act (1996) as amended

The Constitution of the Republic of South Africa (1996)

National Education Policy Act (Act 27 of 1996)

Language in Education Policy in terms of Section 3(4)(m) of the National Education Policy Act (Act 27 of 1996)

3. GUIDING PRINCIPLES

3.1 General

The aim of homework is to equip learners with a sound work ethic; and

- Homework should be balanced to allow for divergent capabilities and circumstances.
- Provide opportunities for learners to learn study skills and time management.
- Homework tasks allow for differentiated learning, as well as enrichment which is not always possible in the classroom
- Homework tasks should contribute to learners' self-discipline, independence, confidence and concentration.
- Homework should supplement what has been taught in class and not substitute what should have been taught in class.

- Spot testing
- Preparing learners for their Senior Certificate schooling year with a sense of confidence.
- Completion of work is not homework unless it is due to lack of work within the class, not because of ability.

3.2 Reading

At Country House School, reading is not considered homework. We believe it is vital for families and children to spend time together with books. Parents reading to the children and children reading to their families. We will provide them with reading material. We want to nurture a love for reading and each and every child is challenged according to their individual reading level. All children should have the freedom to read every night as we help each child develop the habit and turn them into a lifelong reader.

3.3 Age-specific time allocation

At Country House School we know the amount of time it takes each learner to complete various homework tasks will vary. Indicated in this policy is what we believe is approximately the appropriate amount of time for children in each grade to spend on homework. If your child diligently does their homework, for the maximum allotted time and does not complete it, you may write a note to the teacher explaining the situation. If this is an ongoing problem, please make an appointment to talk to the teacher directly.

The school acknowledges the importance of the family and respects the need for parents to spend time with their children outside of homework or school activities.

3.4 Foundation Phase specific guidelines

In the Foundation Phase we aim to be understanding and flexible; however, a valid reason will still be required when homework is not completed. Parents are kindly reminded that they remain responsible for assisting their child in completing any outstanding homework and catching up on missed work.

Homework will be given typed by the teacher, so that there can be no misunderstanding of requirements.

- Parents should sign homework daily with a positive comment.
- Homework must under no circumstances be used as a disciplinary measure.

3.5 Intermediate- and Senior Phase specific guidelines

Demerits may be given as a consequence for homework not done, without a valid reason.

Repeated incidents of homework not done, without a valid reason, may lead to further disciplinary actions.

- If homework was not done, but there is a valid reason – a letter from the parent must be sent to the teacher.
- It is the responsibility of the learner to write homework from the board – written by the teacher – in their homework diaries.
- Assessment tasks and projects will be given to the learner by the teacher. No projects or assignments are to be done at home. Material and supplies can be collected at home, but must be brought to school to be done under the supervision of the teacher. A rubric must give clear guidance as to what criteria are expected.
- Homework must under no circumstances be used as a disciplinary measure.
- Homework will not be assigned as a punishment for bad behaviour.

3.6 Absenteeism

Learners and parents are responsible for catching up work missed as a result of being absent from class.

- However, homework issued within the time while the learner is absent, is given 2 days' grace for submission to allow for notification and completion.
- Learners are NOT excused from homework issued prior to a period of absence and must submit such work on the day of their return to school.

4. PROCEDURES

Specific family circumstances will always be considered and homework seen as a means of including parents in the learning process.

4.1 *Teachers' responsibilities*

- Homework tasks will be well prepared, clear and meaningful.
- Homework tasks will be connected to the learning in the classroom
- Teachers will give clear due dates on homework.
- Homework will be checked by the teachers
- If learners were instructed to mark the work of their peers with guidance from the teacher, the teacher will still control such work by reviewing and signing.
- Teachers will follow up on incomplete homework and give feedback on homework performance

4.2 *Learners' responsibilities*

4.2.1 GRADE 4-9

- To ensure homework is written in homework diary and is packed in school bag before leaving the classroom
- To ask questions when something is unclear
- To do homework diligently and with a good attitude
- To complete all activities to the best of their ability
- To adhere to submission dates and ensure that homework is done on time.
- To prepare for tests, examinations, research for projects, and orals.

4.2.2 GRADE 1-3

- To ensure that the homework diary is packed in school bag before leaving the classroom
- To complete activities to the best of their abilities
- To do homework diligently and with a good attitude

4.3 *Parents' responsibilities*

- To read the notices. Homework for Gr 1-3 will be a typed paper and homework for Gr 4 upwards will be written by the learner in their homework diary.
- To create a supportive and conducive atmosphere at home where homework can be done. For example, a quiet and consistent area and time, with the necessary materials available.
- Manage homework time to fit into your family's schedule
- To sign homework books on a daily basis and write positive and uplifting comments, e.g. Well done, Proud of you, You can do this, etc.
- To support where support is needed, but not do the homework for your child
- To teach your child to take responsibility for their own work and work patiently through barriers that might hinder their learning.
- To notify the teacher if there are problems with the homework.

5. TYPE OF HOMEWORK THAT CAN BE EXPECTED:

5.1 *Foundation Phase*

GRADE	TYPE OF HOMEWORK	FORM	TIME FRAME
R	**Different aspects on different days** Tracing, Drawing, Cutting & Pasting Constructing, Show & Tell and Rhymes	Instructions typed out. Work done in book, file or worksheet	10-15 minutes a day
1	**Different aspects on different days** Reading **see section 3.2 Vocabulary, Handwriting and Comprehension Grammar, Spelling and Sentence construction Mathematical concepts Rapid recall/ Mental Maths Constructing, Creating	Instructions typed out. Work done in book, file or worksheet	30-40 minutes a day

2	**Different aspects on different days** Reading **see section 3.2 Vocabulary, Handwriting and Comprehension Grammar, Spelling and Sentence construction Mathematical concepts Rapid recall/ Mental Maths Constructing, Creating	Instructions typed out. Work done in book, file or worksheet	30-40 minutes a day
3	**Different aspects on different days** Reading **see section 3.2 Vocabulary, Handwriting and Comprehension Grammar, Spelling and Sentence construction Mathematical concepts Rapid recall/ Mental Maths Constructing, Creating	Instructions typed out. Work done in book, file or worksheet	30-40 minutes a day

5.2 *Intermediate and Senior Phase*

GRADE	TYPE OF HOMEWORK	FORM	TIME FRAME
4	Consolidation of work that was done in class Revision of concepts taught in class Completing incomplete work Practical tasks, Projects, Research Preparation for tests and exams	Copy instructions from board In books or worksheets or own material	40-60 minutes per day
5	Consolidation of work that was done in class Revision of concepts taught in class Completing incomplete work Practical tasks, Projects, Research Preparation for tests and exams	Copy instructions from board In books or worksheets or own material	40-60 minutes per day
6	Consolidation of work that was done in class Revision of concepts taught in class Completing incomplete work Practical tasks, Projects, Research Preparation for tests and exams	Copy instructions from board In books or worksheets or own material	40-60 minutes per day
7	Consolidation of work that was done in class Revision of concepts taught in class Completing incomplete work Practical tasks, Projects, Research Preparation for tests and exams	Copy instructions from board In books or worksheets or own material	60-90 minutes per day

6. SCHEDULING

GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
R	Literacy skills	Numeracy skills	Perceptual development	Perceptual development	No homework
1	Languages Maths	Languages Maths	Languages Maths *Every second week prepare for Show & Tell (Week 2,4,6,8 Eng)	Languages Maths **TERM 3:** Every second week prepare for Show & Tell (Week 3,5,7 Afr)	

GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	Languages Maths	Languages Maths	Languages Maths *Every second week prepare for Show & Tell (Week 2,4,6,8 Eng)	Languages Maths *Every second week prepare for Show & Tell (Week 3,5,7 Afr)	
3	Languages Maths	Languages Maths	Languages Maths *Every second week prepare for Show & Tell (Week 2,4,6,8 Eng)	Languages Maths *Every second week prepare for Show & Tell (Week 3,5,7 Afr)	
4	Languages Maths	Languages Maths Social Sciences/ Natural Sciences & Technology	Languages Maths	Languages Maths Projects Preparing for tests	
5	Languages Maths	Languages Maths Social Sciences/ Natural Sciences & Technology	Languages Maths	Languages Maths Projects Preparing for tests	
6	Languages Maths	Languages Maths Social Sciences/ Natural Sciences & Technology	Languages Maths	Languages Maths Projects Preparing for tests	
7	Languages Maths **EMS**	Languages Maths Social Sciences/ Natural Sciences & Technology	Languages Maths Technology	Languages Maths Projects Preparing for tests	

APPROVAL

ROLE	NAME	DATE
School Representative	Bonita Mellon	26 August 2025
SGB Representative	Anoeska De Villiers	26 August 2025