

東涌天主教學校
2025 – 2026 年度
小學部校本家課政策

(一) 家課與學習的關係

家課是學與教歷程中的一個重要部分，讓學生在課堂以外的時間，延展學習，以及預備未來的課堂學習。有效益的家課有助發揮以下各種功能：

- 既鞏固課堂學習，又讓學生為新課題作準備。
- 在教師專業的設計和適切的指導下，促進自學。
- 協助學生瞭解自己的學習進度及問題，繼而尋求解決疑難的方法。
- 讓教師找出學生在學習上遇到的困難，以調整教學計劃及策略，提供適時回饋，促進學生有效學習。
- 評估學生在汲取知識、掌握技能及培養良好態度和正面價值觀等各方面的表現，有效回饋課程的規劃與實施。
- 讓家長瞭解子女的學習進度和特質，從而能適時作出支援。
- 讓家長瞭解學校課程的要求，攜手合作，共同幫助學生改進學習。

因此，教師會根據教學進度及課堂目標，設計不同類型且富趣味的家課，確保家課質與量的平衡，以達致預期的學習成果。

(二) 家課種類

本校家課大致有以下種類，部分種類只屬於個別年級／班別的學生：

科目	家課種類
中文	作業、寫作及聆聽練習、補充練習、工作紙、預習、詞語／寫字練習冊、課本練習、普通話課本練習、網上學習平台、朗讀、毛筆書法、默書／測驗／考試改正及家長簽名
英文	Workbook（作業）、Module Book（單元工作紙冊）、Worksheet（工作紙）、Space Town Student Booklet（課堂作業）、Space Town GE Student Booklet（英文作業）、Pre-Lesson Task（預習）、General English（英文簿）、Writing Exercise（寫作練習）、Supplementary Exercise Book（補充練習）、Reading Aloud（朗讀）、Mini Phonics Lessons（拼音作業）、Penmanship（書寫練習）、Revision Book（溫習簿）、Textbook（課本練習）、Online Learning Platform（網上學習平台）、Dictation/ Test/ Exam Corrections and Signature（默書／測驗／考試改正及家長簽名）
數學	作業、補充練習、工作紙、預習、家課簿、課本練習、網上學習平台、測驗／考試改正及家長簽名
常識／ 人文、科學	作業、工作紙、預習、活動冊、專題研習、課本練習、網上學習平台、測驗／考試改正及家長簽名
宗教	作業、工作紙、預習
音樂、電腦、 體育、圖書	工作紙、預習、網上學習平台
視藝	作品創作、工作紙、預習、網上學習平台

以上家課種類只供參考，教師或會根據實際教學情況及學生需要，安排上述種類以外的家課。

（三）家課設計原則

- 家課有明確的目的及能補充或鞏固學生課堂所學，家課的形式多樣化，教師會按照學生的需要及學科目標設計不同形式的課業或課後延續活動，避免不必要的機械式練習，不會令學生花太多時間在抄寫、強記。
- 教師分配家課時，會權衡學生的年齡，能力及學習需要，讓學生有餘暇參與課外活動及休息。在照顧特殊學習需要的學生（例如「學生支援名單」內的學生、經評估後須提供學習支援的學生）時，有關老師會進行功課調適，給予適切的模式及功課量。教師給予功課形式可以是紙筆的書寫、練習、探究；也可以是非紙筆形式的閱讀，上網蒐集資料、專題、預習、溫習、網上閱讀／評估，適切的課後延讀活動，生活實踐等。
- 教師會因應學生的程度（不同年級或班別）分配份量適中的家課，每日有中文、英文、數學三科最基本的家課。老師在分配家課時，會留意該班當日的家課量，必要時將份量作適當的調整，以免學生在某段日子須完成過量的家課。
- 教師會考慮學生課時內及放學後可用的時間，訂立有關家課種類、次數和數量分配的原則，並因應學生的能力與需要安排。
- 教師會向學生清楚說明每份家課的目的及要求、建議完成家課所需的時間及方法。
- 教師會適當地批改、給予等第／分數／評語、改進方法，並記錄學生家課的表現。學生如在家課有卓越的表現，教師也會加以讚賞，以發揮鼓勵的作用。
- 教師會善用長假期安排適量的自學任務，以代替傳統的書寫課業及補充練習，盡量減少安排課業。

（四）家長的角色與責任

由於學生完成家課的地方大部分是在家中，故家長擔負了一個重要的角色，在可行情況下輔導子女的方法。

- 協助子女明白做家課的目的和對學習所帶來的正面果效；讓他們明白做家課是他們的責任。
- 家長可協助子女安排固定的家課時間，營造一個有助學習的環境，例如，關閉電視，減除滋擾。
- 提醒子女按照手冊完成每天家課，養成作息有序和有效管理時間的習慣。
- 培養子女複查家課的習慣。
- 清楚明白家課的目的與要求、向子女提供適當的指導。
- 詳加細閱教師派發的手冊及批改後的家課。
- 指導子女做家課時可着重啟發他們的思考，因此在指導時只作出提示而非直接提供答案。避免提供過多的支援，甚至代他們完成家課，以免他們養成倚賴的習慣，妨礙自主學習能力的發展。
- 與學校教師溝通，以瞭解子女的學習進度及向學校反映子女在家中的學習態度。如遇到困難，亦應及早與教師商討解決的辦法。
- 關注學生身心健康的均衡發展，讓子女在做家課之餘有充足的休息時間，以發展個人興趣及潛能。另外，課後亦有空間享受各種體藝活動，並與家人、同儕和朋友建立良好關係，從而建立均衡和健康的生活模式，並避免讓子女到校外其他機構或地方作過份機械式的應試操練。

資料來源：

- 教育局通告第18/2015 號《家課與測驗指引——不操不忙 有效學習》
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC15018C.pdf>
- 教育局《「優化學校評估與課業政策」年曆（2025/26學年）》
https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/materials/A&A_leaflet_20250602.pdf

Tung Chung Catholic School
School Year 2025 – 2026
School-based Homework Policy (Primary Section)

(1) Relationship between Homework and Learning

Homework is an important part of the learning and teaching process, allowing students to extend their learning and prepare for future classroom learning outside of the classroom. Effective homework can help perform the following functions:

- It not only reinforces classroom learning, but also prepares students for new topics.
- Promote self-learning under the professional design and appropriate guidance of teachers.
- Help students understand their learning progress and problems, and then seek solutions to problems.
- Allow teachers to identify students' learning difficulties, adjust teaching plans and strategies, and provide timely feedback to promote effective learning for students.
- Evaluate students' performance in acquiring knowledge, mastering skills, and cultivating good attitudes and positive values, effectively feedback on course planning and implementation.
- Let parents understand their children's learning progress and characteristics, so that they can provide timely support.
- Let parents understand the requirements of the school curriculum and work together to help students improve their learning.

Therefore, teachers will design different types of interesting homework according to the teaching progress and classroom goals to ensure a balance between quality and quantity of homework to achieve the expected learning outcomes.

(2) Types of Homework

The types of homework of our school are roughly as follows, some of which only belong to students of individual classes:

Subjects	Types of Homework
Chinese	Workbook, Writing & Listening Exercise, Supplementary Exercise Book, Worksheet, Pre-Lesson Task, Penmanship, Textbook Exercise, Putonghua Textbook Exercise, Online Learning Platform, Reading Aloud, Brush Calligraphy, Dictation/Quiz/Exam Correction and Parent Signatures
English	Workbook, Module Book, Worksheet, Space Town Student Booklet, Space Town GE Student Booklet, Pre-Lesson Task, General English, Writing Exercise, Supplementary Exercise Book, Reading Aloud, Mini Phonics Lessons, Penmanship, Revision Book, Textbook, Online Learning Platform, Dictation/ Test/ Exam Corrections and Signature
Mathematics	Workbook, Supplementary Exercise Book, Worksheet, Pre-Lesson Task, Homework Book, Textbook Exercise, Online Learning Platform, Test/ Exam Corrections and Signature
General Studies/ Humanities, Sciences	Workbook, Worksheet, Pre-Lesson Task, Activity Book, Project Book, Textbook Exercise, Online Learning Platform, Test/ Exam Corrections and Signature
Religious Studies	Workbook, Worksheet, Pre-Lesson Task
Music, IT, PE, Library	Worksheet, Pre-Lesson Task, Online Learning Platform
Visual Arts	Art Work, Worksheet, Pre-Lesson Task, Online Learning Platform

The above types of homework are for reference only, and teachers may arrange homework other than the above types according to the actual teaching situation and students' needs.

(3) Principles of Homework Design

- Teachers will design different forms of homework or after-school activities according to students' needs and subject objectives, so as to avoid unnecessary mechanical exercises and prevent students from spending too much time copying and memorizing.
- When assigning homework, teachers should take into account the age, ability and learning needs of students so that students have leisure time to participate in extra-curricular activities and rest. When taking care of students with special educational needs (e.g. students who need to provide learning support after assessment), the teachers concerned will adjust their homework to provide appropriate modes and volumes. The form of homework given by teachers can be in paper-and-pen styles like writing, practice and exploration; It can also be in non-paper-and-pencil styles like reading, searching online information, project learning, preview, review, online reading/assessment, appropriate after-school reading activities, life practice.
- Teachers will allocate appropriate amounts of homework according to the student's level (different grades or classes), and there should be some basic homework in Chinese, English and Mathematics every day. When assigning homework, teachers will pay attention to the amount of homework in the class that day, and adjust the amount appropriately if necessary to avoid students having to complete excessive homework on certain days.
- Teachers will take into account the time available during class time and after school, formulate principles for the allocation of types, frequency and quantity of homework, and arrange them according to students' abilities and needs.
- The teacher will clearly explain to the students the purpose and requirements of each homework, and suggest the time and method required to complete the homework.
- Teachers will appropriately correct, assign grades/ marks/ comments, provide ways of improvement and record students' homework performance. If students perform well in their homework, teachers will also appreciate them to play a role in encouraging.
- Teachers will make good use of the long holidays to arrange an appropriate amount of self-learning tasks to replace traditional writing assignments and supplementary exercises, so as to minimize the arrangement of homework.

(4) Roles and Responsibilities of Parents

Since most of the places where students complete their homework are at home, parents play an important role in counseling their children where feasible.

- Help children understand the purpose of homework and the positive effects it brings to learning; Let them understand that it is their responsibility to do homework.
- Parents can help their children arrange regular homework time to create a conducive learning environment, such as turning off the TV to reduce nuisance.
- Remind your child to complete daily homework according to the manual and develop the habit of orderly work and effective time management.
- Cultivate the habit of reviewing homework for children.
- Clearly understand the purpose and requirements of homework and provide appropriate guidance to children.
- Read the handbook distributed by the teacher and the corrected homework carefully.
- When guiding children in homework, you can focus on stimulating their thinking, so only give prompts rather than direct answers. Avoid providing too much support or even completing homework on their behalf, so as not to develop a habit of dependence that hinders the development of self-directed learning skills.
- Communicate with school teachers to understand your child's learning progress and reflect your child's learning attitude at home. If you encounter difficulties, you should also discuss solutions with teachers as soon as possible.
- Pay attention to the balanced development of students' physical and mental health, so that children have sufficient rest time after homework to develop their personal interests and potential. In addition, there is space to enjoy various sports and arts activities after school, and to build good relationships with family, peers and friends, so as to establish a balanced and healthy lifestyle, and avoid sending children to other institutions or places outside the school for excessive mechanical examination exercises.

References:

- Education Bureau Circular No. 18/2015 “Guidelines on Homework and Tests in Schools – No Drilling, Effective Learning”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC15018E.pdf>
- Education Bureau “Optimising School Assessment and Assignment Policies” Calendar (2025/26 school year) (Chinese version only)
https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/materials/A&A_leaflet_20250602.pdf