



HOMEWORK

POLICY

Rationale:

- Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning.

Aims:

- Homework is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.
- Parents should be advised of homework expectations at the beginning of the school year and be provided with a copy of the school's homework policy. Reading for enjoyment is to be encouraged during weekends and holidays.
- Students benefit from completing homework regularly. Homework helps them develop organisational and time management skills, self-discipline, skills in using out-of-school resources and personal responsibility for learning.
- Upper-primary students should use homework diaries. Diaries provide a means of regular communication between parents and the school.
- Failure by students to complete homework on a regular basis should be followed up with parents.

Implementation:

SUCCESSFUL PRACTICE

1. **In Prep to Year 2** homework should not be seen as a chore. Homework will:
 - Enable the extension of class work by practising skills or gathering extra information or materials in an enjoyable way.
 - Mainly consist of daily reading to, with, and by parents/caregivers or older siblings. This will generally be 10 – 15 minutes and not be set on weekends or during holidays.
2. **In Years 3 and 4** homework should:
 - Enable the extension of class work by practising skills or gathering extra information or materials in an enjoyable way.
 - Mainly consist of daily reading to, with, and by parents/caregivers or older siblings. This will generally be 15 – 30 minutes and not be set on weekends or during holidays.
3. **In Years 5 and 6** homework:
 - Should include daily independent reading.
 - May include extension of class work, projects and assignments and research. This will generally range from 30 – 45 minutes a day and not be set on weekends or during holidays.

TYPES OF HOMEWORK

Homework should:

- Be appropriate to the student's skill level and age.
- Be interesting, challenging and, where appropriate, open-ended.
- Be balanced with a range of recreational, family and cultural activities.
- Be purposeful, meaningful and relevant to the curriculum.
- Be assessed by teachers with feedback and support provided.

Types of homework that meet these requirements include:

Practise exercises – providing students with the opportunity to apply new knowledge, or to review, revise and reinforce newly acquired skills such as:

- Completing consolidation exercises for mathematics – memorisation of tables.
- Practising spelling words.

References:

- Practising words or phrases learnt in a Language Other Than English.
- Reading for pleasure.
- Writing essays and other creative tasks.
- Practising and playing musical instruments.
- Practising physical education skills.

Preparatory homework – providing opportunities for students to gain background information so they are better prepared for future lessons such as:

- Reading for class discussions.
- Researching topics for class work.
- Collecting newspaper articles.
- Revising information about a current topic.

Extension assignments – encourage students to pursue knowledge individually and imaginatively – eg:

- Preparing a book review.
- Making or designing an art work.
- Completing science investigation exercises.
- Researching local news.
- Finding material on the Internet.
- Monitoring advertising in a newspaper.

EXPECTATIONS

Teachers can help their students by:

- Setting regular homework to help students establish a home study routine.
- Setting varied, challenging and meaningful tasks related to class work, that are appropriate to students' learning needs.
- Giving students enough time to complete homework, taking into account home obligations and extra curricula activities.
- Assessing homework and providing timely and practical feedback and support.
- Making effective use of homework diaries for upper primary.
- Helping students develop the organisational and time management skills needed for them to be responsible for their own learning.
- Ensuring that students have good information skills.
- Ensuring that parents and caregivers are aware of the school's homework policy.
- Developing strategies to support parents to become active partners in homework.

HELPING YOUR CHILD

Parents and caregivers can help their children by:

- Encouraging them to take increasing responsibility for their learning and organization.
- Observing and acknowledging their success and asking how their home and class work is progressing.
- Attending school events, displays or productions in which their children are involved.
- Encouraging them to set aside a regular daily session to read and complete homework.
- Setting an example by reading themselves.
- Contacting the relevant teacher to discuss any problems their children are having with homework.
- Helping them to complete homework by discussing key questions or directing them to resources. Usually, it is better to encourage children to complete homework themselves.
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities.
- Checking whether homework for upper-primary students has been set and ensuring they keep a homework diary.
- Discussing homework in their first language, where English is not the main language spoken at home, and linking it to their previous experience.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in November 2014