



Homework Policy

Rationale

Homework should be a purposeful experience that consolidates students' learning. It helps to develop study skills and habits such as time management.

The basic rules of homework are that it:

- is appropriate for each student's age and ability
- takes into account students' other commitments such as sport and home responsibilities
- takes into account technology such as email and the internet so that students without access are not disadvantaged

Policy

Time allocation (Daily)

ES1 - No formal homework, but some informal homework.

Stage 1 – Less than 15 minutes of formal homework plus a small amount of informal homework

Stage 2 – 15-30 minutes of formal homework plus some informal homework

Stage 3 – 20-40 minutes of formal homework and some informal homework

Homework expectations for each stage will be communicated to parents and students at the beginning of each school year.

Where formal homework is set, it is expected that the students will complete the tasks by the due date.

See Page 2 for Appendices and further information on homework.

Appendices

Formal homework

Essentially, formal homework in the primary school (K-6) is a teacher-initiated device that provides for the recall, revision and practice of work treated at school and therefore reinforces learning. Time spent is determined by teacher and school policy.

Informal homework

Informal homework is sometimes of a more recreational nature as with some project work and reading activities. Time spent depends on interests and ability

Homework for ES1

In general, your child will not be expected to complete formal homework in Kindergarten. However, there are things you can do at home to help your child make the most of what they learn in Kindergarten. Reading to children at home and involving them in family activities will greatly assist the development of their skills in literacy, numeracy and problem solving.

Homework for Stage 1

In year 1 and 2 some formal homework is usually set. For example, students may be asked to complete simple computations to copy letters or words, or to complete an activity sheet.

Homework Stages 2 and 3

Homework in year 3 to 6 will be varied and students will be expected to work more independently. However, teachers will still provide guidance and assistance to students experiencing difficulties in completing their homework.

Much of the homework will be in English, Mathematics and Human Society and Its Environment. However, it can be set across all areas of the curriculum.

What can parents/caregivers do to help?

- Take an active interest in your child's homework
- Support your child in setting aside time each day for homework
- Provide a dedicated place for homework and study if possible
- Assist teachers to monitor homework by signing completed work if requested, and be aware of the amount of homework set
- Communicate with teachers any concerns about the nature of homework or your child's approach to homework
- Encourage your child to read and take an interest in current events
- Alert the school to any domestic circumstances or extra-curricular activities which may need to be taken into consideration when homework is being set or marked

A students' progress through K-6 is the responsibility of the student to ensure that they understand the homework requirements. It is also the responsibility of the student to seek assistance from the teacher regarding any difficulties before the due date.

Teacher Guidelines

1. Set week or nightly programs of homework e.g. spelling, number facts, reading from magazines, library books etc. In the case of teachers setting weekly contracts each child must understand that they have tasks to be completed irrespective of teachers reminders
2. When setting homework, particularly in mathematics, give an example of the exercise or exercises so both student and parent can recognize the process expected
3. Allow for the stage of development for each child and set homework accordingly
4. When asking for specific parental involvement (collecting of resources from home for lessons) ensure a note accompanies the students well in advance explaining the needs
5. Be realistic with expectations. Avoid formal homework for weekends and check with the children for extra-curricular commitments. These are important educational experiences in themselves
6. Be aware of limited educational resources at home (internet access/printer etc) and set tasks which are achievable with the resources available
7. Follow up by the teacher is essential. Therefore gauge the amount of homework set for your follow up. Visible evidence of teacher marking and incentive comments and stamps promote positive valuation of homework by students and parents
8. Be positive with homework completed and/or attempted
9. Remember, in secondary school the homework and home study programs are demanding. We need to develop self-discipline in students toward these programs of study, particularly in Year 5 and 6.

