

## Homework Policy

Date: June 2016

### 1. Rationale

Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, as well as providing an opportunity for students to be responsible for their own learning and for families to engage in their children's learning.

Homework should also be balanced alongside family commitments and extra-curricular activities undertaken by children such as sport, music, drama and dance.

### 2. Aims

- To assist students to develop organisational and time-management skills, self-discipline skills in using out-of-school resources and personal responsibility for learning.
- To provide opportunities for parents/guardians to participate in their child's learning and to be exposed to a range of activities/aspects of the curriculum students are working on in their classroom.

### 3. Policy Context

This policy has been developed within the context of the *Homework Guidelines*, prepared by the Department of Education and Training, which articulates its approach to fostering good life-long learning and study habits, the importance of administering level-appropriate homework to students, and the different types of homework that may be undertaken in schools.

### 4. Definitions

A *Professional Learning Team (PLT)* is a collaborative team on which members work interdependently to achieve a common goal for which each team member is mutually accountable. E.g. Year level PLT's, Curriculum PLT's or Specific Purpose PLT's.

*Individual Learning Plan (ILP)* is a plan that is developed and monitored for students with additional learning needs.

*Just Right Text* is a book which the student finds interesting and can confidently read and understand with only a small measure of support. Teachers assist students develop strategies in choosing "just right texts".

*Reading Recovery* is an intervention program to support prioritised students in Year One who experience difficulty in learning to read and write.

## 5. Implementation

### 5.1 Homework should be:

- appropriate to the student's skill level and age;
- consistent across the year level;
- interesting, challenging and where appropriate, open-ended;
- purposeful, meaningful and relevant to the curriculum;
- assessed by teachers with feedback and support provided; and
- reasonably adjusted to support students with additional learning needs.

### 5.2 Types of homework may include:

- spelling investigation;
- practising reading skills and reading for enjoyment;
- numeracy concepts;
- researching topics for class work; and
- the completion of projects.

### 5.3 In Prep – Year 2, Homework:

- is highly recommended as part of establishing a homework routine;
- will include **compulsory daily reading** of *Just Right* texts, to and with parents/guardians;
- will enable the extension of class work by practising skills or gathering extra information or materials;
- other than daily reading, will generally not exceed 20 minutes per week;
- for a child on the *Reading Recovery* program or a child who has an Individual Learning Plan (ILP), the goals in the plan and/or strategies from Reading Recovery may also provide an additional focus for homework;
- may include student's individual or class spelling investigation;
- may be differentiated and/or open-ended;
- for individual students will be allocated depending on their needs and modified where required; and
- for students in Year 2, from the beginning of Term 4, the expectation is that all homework tasks will be compulsory in preparation for the transition into Year 3.

### 5.4 In Years 3 & 4, Homework:

- is compulsory;
- will further the extension of class work by practising skills or gathering extra information or materials;
- will include **compulsory daily reading**, encouraging independent reading of *Just Right* texts;
- other than daily reading, will generally not exceed half an hour per week;
- may include student's individual or class spelling investigation;
- may be differentiated and/or open-ended; and
- for individual students will be allocated depending on their needs (for example ILP) and modified where required.

## 5.5 In Years 5 & 6, Homework:

- is compulsory;
- will include **compulsory daily reading**, encouraging independent reading of *Just Right* texts;
- will further the extension of class work by practising skills or gathering extra information or materials;
- other than daily reading, will generally not exceed one hour per week;
- will include the use of a diary for recording homework where possible (as part of the transitional role in preparing students for secondary school and beyond);
- may be differentiated and/or open-ended; and
- for individual students will be allocated depending on their needs (for example ILP) and modified where required.

## 5.6 Responsibilities

### The School is responsible for:

- ensuring that parents/guardians are aware of the school's *Homework Policy*;
- highlighting the content of the *Homework Policy* to all new staff members through the school's Induction Program in term 1;
- forging consistent homework practices at each year level in consultation with Professional Learning Team (PLT) Leaders;
- regularly monitoring the implementation of the *Homework Policy* in consultation with PLT Leaders;
- providing ongoing professional learning for teachers in the design of homework activities;
- promoting the agreed homework practices at each year level at Information Sessions in February of each year; and
- Uploading the *Homework Policy* onto the school website and ensuring it is updated in line with the school's policy schedule.

### Parents/Guardians are responsible for:

- encouraging children to take increasing responsibility for their learning and organisation;
- observing and acknowledging their success and ask how their homework and class work is progressing;
- encouraging their child/ren to set aside a regular daily session to read and complete homework;
- completing entries in the school Reading Log (P-4);
- contacting the relevant teacher to discuss any problems their child/ren are having with homework;
- helping their child/ren to independently complete homework by discussing key questions or directing them to resources;
- helping their child/ren balance the amount of time spent completing homework, with leisure or other recreational activities; and
- where applicable, supporting their child to work towards achieving their ILP goals or regular homework tasks.

**Students are responsible for:**

- completing designated homework tasks as set by their teacher;
- explaining to their parents/guardians what homework has been set;
- returning homework by the due date; and
- checking with their teacher if they are unsure about homework tasks, or if they are having difficulty completing homework tasks.

**Teachers are responsible for:**

- setting regular homework to help students establish a home study routine;
- giving students enough time to complete homework, taking into account individual needs, home obligations and extracurricular activities;
- correcting homework, provide timely and practical feedback and support to students, e.g. by communicating homework requirements and timelines at the start of each Term;
- making effective use of homework diaries for upper school primary students;
- effectively communicating homework requirements to parents/guardians and students;
- monitoring the completion of homework;
- supporting students to complete homework task they may be experiencing difficulty with;
- ensure students will undertake unfinished homework tasks during a lunch break (up to 25 minutes), as organised by each Professional Learning Team; and
- making contact with parents if compulsory, weekly homework tasks are not submitted with some consistency (Years 3-6).

**6. Evaluation and Review**

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

This Policy has been ratified by School Council on August 2016