



## **Homework Policy & Guidelines**

### **1. Policy Statement**

Homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations. Homework can also extend the time available to the teacher for the monitoring of student progress.

Teachers will develop their own procedures for managing homework incorporating the following principles. Homework should:

- support the development of the student's independence as a learner
- further the partnership between school and home;
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- be set without impinging on reasonable time for family, recreational and cultural pursuits
- be balanced across learning areas so as to avoid stress and overload;
- be phased in gradually and consistently as student move through the upper primary years;
- be consistently applied, monitored and assessed;
- only be used to facilitate the achievement of learning outcomes;
- form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and, where appropriate, developed in collaboration with students; and
- be disassociated from any form of punishing students or means of securing discipline.

### **2. Procedures**

#### **2.1 Classroom Homework Procedures**

Teachers will develop procedures for homework which will be clearly communicated to parents at the beginning of the school year. Procedures, time commitments and expectations will all be communicated

#### **2.2 Assessment and Reporting**

Teachers will ensure all homework is marked and recorded in a timely manner. A record of homework which has been completed/not completed will be kept by teachers.

### 3. Guidelines

#### 3.1 Types of homework

Type	Description (examples)
Practice exercises	<ul style="list-style-type: none"><li>• reading for pleasure</li><li>• practising spelling words</li><li>• practising physical education skills</li><li>• writing and other creative tasks</li><li>• practising and playing musical instruments</li><li>• completing consolidation exercises for Mathematics</li><li>• practising words/phrases learning in Language Other Than English</li></ul>
Extension exercises	<ul style="list-style-type: none"><li>• writing a book review</li><li>• researching local news</li><li>• finding material on the internet</li><li>• making or designing an art work</li><li>• monitoring advertising in a newspaper</li><li>• completing Science investigation exercises</li></ul>

#### 3.2 Year Levels

Providing children with life-experience is essential at any year level. Parents are encouraged to enrol their children in sporting clubs, promote hobbies and engage with their children in everyday activities like outdoor play, shopping, attending community events etc.

Kindergarten and Pre-Primary: There will be no formal regular homework set for students in these year levels. However, students might be asked to complete tasks such as:

- preparing an oral news telling item
- home reading
- practicing sight words
- practicing counting/basic number facts

Parents can support their children in these year levels by:

- ✓ encouraging talk (and lots of it)
- ✓ reading to your child every day
- ✓ encouraging your child to look at familiar words and sounds in books that you read to them
- ✓ encouraging your child to read words, letters, sounds as they appear in the world around them e.g. when out shopping
- ✓ counting things whenever an opportunity is available
- ✓ cooking with your child (this involves following a recipe, measuring etc.)
- ✓ talking about things your child brings home from school
- ✓ encouraging outdoor play, running, climbing, balancing, ball play (throwing, catching, kicking, batting), getting dirty (painting, water play, mud)

Years 1 and 2: Tasks should be short and provide an opportunity for parents to engage in a positive learning experience with their child. Students will tend to receive mainly practice exercises for homework. Examples might include:

- Phonics, spelling, word recognition practice
- Oral reading or reading for pleasure
- Number fact practice
- Other activities that consolidate what has been taught in class

Years 3 and 4: Tasks should provide students with practice and reinforcement opportunities and that introduce them to the process of investigating and researching information. Homework can be one way that the teacher, parents and students work together to assist learning. Example tasks might include:

- Silent reading
- Practice of number facts and tables
- Maths problems or activities that have been taught in class
- Research on specific topics
- Journal writing
- Practice of spelling words e.g. Look, Say, Cover, Write, Check
- Completion of unfinished class work

Year 5 and 6: As students' progress into older year levels they will begin to do more extension type homework tasks although practice tasks are also important. Homework tasks should help to strengthen independent study habits and skills. Example tasks might include:

- reading for pleasure
- book reviews
- research work
- thinking and/or problem solving challenges
- practice/reinforcement exercises arising from class work

### 3.3 Time

Parents should monitor the time it takes for their children to complete set tasks and inform classroom teachers if there are any concerns.

The school does not recommend students doing homework over weekend or school holiday periods (other than reading for pleasure).

### 3.4 Reducing Stress

There are ways that parents can assist their child complete homework successfully and without stress. Suggestions include:

- ✓ establish a regular routine e.g. homework is done straight after dinner or before bath/shower
- ✓ provide a quiet time and place for doing homework
- ✓ show genuine interest in homework tasks but refrain from doing the work for your child

- ✓ ensure that your child has the tools they need to complete homework e.g. pens, pencils, rulers, scissors, glue, paper
- ✓ have a dictionary and atlas available (hard copy or digital)
- ✓ being willing to visit a library if needed
- ✓ providing supervision of any internet based research activity

### 3.5 Homework During Student Absences from School

Parents should recognise that any absence will disrupt the learning routine of students at school. However, the occasional family holiday will usually provide students with powerful learning opportunities especially if it includes overseas travel. The school does not provide homework tasks during these periods. We recommend:

1. Student take appropriate reading materials from home or the local library and that they be encouraged to read daily. Travel books and brochures can provide interesting reading materials.
2. Parents take advantage of social and cultural experiences and talk about them with their children as they occur
3. Students maintain a daily diary (drawing for younger students and writing for older students). Parents should read the diary to show interest and give feedback about experiences
4. Arranging to maintain email contact with peers or the class, send postcards etc.

#### **Support Information**

<http://www.det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/homework-guidelines.en?cat-id=3457121>

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