Wales Street Primary School

HOMEWORK POLICY

Policy No.1.11

Rationale

Homework is designed to complement and reinforce classroom programs, foster lifelong learning and study habits, and provide an opportunity for students to be responsible for their own learning.

Homework also provides an opportunity for parents or caregivers to participate in the child’s education. In partnership with the school, parents/caregivers will encourage the child to establish good homework patterns from early primary school.

The development of a student’s attitude to learning and the responsibility they take for that learning will be influenced by the support and encouragement they receive from home and school.

Wales Street Primary School is committed to providing homework opportunities for students at each stage of their development consistent with the Department of Education and Early Childhood Guidelines. It is our belief that homework should gradually increase in difficulty and time commitment from Prep to Year 6, and that students should take increasing responsibility for their own learning and organization as appropriate to their development.

Aim

Homework is designed to:

- Reinforce, rehearse and extend skills learned in the classroom
- Encourage the students to work independently
- Help students to develop organisational and time management skills
- Reinforce the child’s confidence and enjoyment in learning
- Assist students to develop the skills of knowing where and how to find information and solve problems
- Develop appropriate habits and attitudes that are required throughout their education
- Provide parents/caregivers with an opportunity to participate in and feel connected to the child’s education

Guidelines for Implementation

Teachers’ responsibilities include:

- Setting regular homework to help students establish a home study routine
- Providing homework that complements, reinforces and extends classroom learning
• Providing homework that has a definite and easily recognisable purpose
• Taking into account that children learn at different rates and have different needs
• Explaining homework tasks in class time so common issues, concerns and problems can be dealt with
• Ensuring that expectations and criteria for each task are clear to children and parents
• Carefully considering resources needed to complete homework tasks and supporting students to access appropriate resources (eg. Internet access)
• Assessing homework and providing timely and practical feedback and support.
• Ensuring that parents/caregivers are aware of the school’s homework policy via the school website.
• Communicating to parents the homework expectations for that year level, during the beginning of the year Information Night.

Students’ responsibilities include:
• Taking home and returning set work
• Negotiating access to appropriate resources with classroom teacher
• Discussing homework tasks with parents or care givers
• Asking for support or assistance when needed
• Managing their time appropriately to ensure completion of homework within set time frame

Parents'/Caregivers’ responsibilities include:
• Providing support and encouragement
• Acknowledging the child’s efforts and providing positive feedback
• Providing assistance but not completing the task
• Providing an appropriate work space
• Directing the child to available resources or encouraging the child to seek help if resources are unavailable
• Helping the child to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities

In the Early Years (Prep to Year 4) homework will consist mainly of reading and in accordance with Department of Education and Early Childhood guidelines, homework will not exceed 20 minutes a day

In the Middle Years (Years 5 & 6) homework should include at least 15 minutes of daily assisted or independent reading and the overall daily time commitment to homework will range between 30 and 45 minutes. These times are in accordance with the Department of Education and Early Childhood Development guidelines.

Evaluation
This policy will be reviewed as part of a three year cycle.