



SUBIACO PRIMARY SCHOOL HOMEWORK POLICY

RATIONALE

Homework is a purposeful out of class learning that seeks to enhance the extent to which children benefit from their education.

PRINCIPLES

Homework should:

1. Support the development of the student's independence as a learner;
2. Further the partnership between school and home;
3. Avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
4. Be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations;
5. Be balanced across learning areas so as to avoid stress and overload;
6. Be phased in gradually and consistently as students move through the upper primary years and sustained through the secondary years;
7. Be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements;
8. Only be used to facilitate the achievement of learning outcomes;
9. 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
10. Be disassociated from any form of punishing students or means of securing discipline.

Taken from *Homework K-12 Curriculum, Assessment and Reporting*, Department of Education

Teachers to inform parents of school homework policy procedures, appropriate time commitments and expectations at parent meeting in first term.

KINDERGARTEN/ PRE PRIMARY

There will be no formal work set at the Kindergarten. However, news telling tasks may require parent support. Home reading and sight words are introduced to the Pre-Primary students. Some suggestions include:

- Read to your child daily. The children will engage in a literature based home reading program and sight words will be introduced.
- Count things whenever an interesting opportunity allows;
- Allow your child to help with cooking;
- Take an interest in the things your child brings home and talks about from school;
- Have stationery available for your child to use
- Encourage running, climbing, balancing, ball play (throwing, catching, kicking, batting), getting dirty (sand, mud, paint, etc).
- For these suggestions to be useful, the child's interest must be engaged. If it isn't, try again another time.

The teacher may also give parents ideas and suggestions for encouraging their child's development and to support the learning in the Kindergarten/Pre-Primary program.

JUNIOR PRIMARY (Years 1-3)

Homework in these early years should be limited to short tasks. These should form the basis of a positive opportunity for parents and children to enjoy learning together. Examples of appropriate homework tasks in this area are:

- Phonics, spelling and word recognition practice;
- Nightly oral reading, reading for pleasure, adults reading to children;
- Discussing Science, History, Geography activities with your child;
- Practice and reinforcement of number facts as appropriate; and
- Other activities may be given to consolidate classroom work.

MIDDLE PRIMARY (Years 4-5)

Homework in the middle primary years is most effective when the teacher develops a simple and effective routine for setting out the homework requirements, distributing the homework and marking it. Homework can be the vehicle for children, parents and teacher to work together to assist the child's development. In the middle years of primary schooling, homework should provide children with practice and reinforcement opportunities and introduce them to the process of investigating and researching independently. Examples of appropriate homework tasks in this area are:

- Reading for pleasure
- Practice to reinforce number facts and tables
- Practice mathematics taught in class
- Introducing research and problem solving tasks
- Journal writing
- Learning spelling words
- Completion of class work

UPPER PRIMARY (Year 6)

Effective homework in the upper primary years includes, but goes beyond practice and reinforcement exercises as in previous years.

Effective homework seeks to:

- Strengthen independent study skills;
- Motivate students to study by setting them interesting and challenging tasks that are related to their class work;
- As with the middle primary years, it works best when the teacher develops a simple but effective routine for setting out the homework requirements;
- Homework requirements should recognise the need for children to have time for out of school interests, friends, family, social activities and personal time.

Examples of appropriate homework tasks in this area are:

- Practice and reinforcement exercises arising from class work;
- Short and longer term tasks that develop time management skills;
- Reading for pleasure;
- Book reviews;
- Work that involves research and investigatory skills and
- Thinking challenges.

TIME COMMITMENT

Teachers will outline their expectations in terms of time commitments for particular tasks at their Parent/Teacher meeting early in the school year. No homework is issued to be completed on weekends.

STRESS FREE HOMEWORK AT HOME

The following recommendations are included:

- Provide your child with quiet time and place to do homework;
- Show a genuine interest in your child's homework and become involved, but refrain from doing it for them;
- Establish a homework routine and be aware of homework procedures;
- Ensure that your child has the tools they need to do their homework, eg. pens, pencils rulers, erasers, glue scissors and paper;
- Have an atlas and dictionary in the home;
- Be willing to make the occasional visit to the school and/or public library with your child; and
- Supervised access to the Internet will be of assistance to students engaged in research tasks.

CHILDREN ON HOLIDAYS DURING SCHOOL TIME

Feedback from many parents and children is they do not like the formality of completing schoolwork in a non-school setting, and work set by teachers is rarely completed. Extended vacations are terrific learning experience in their own right. The social, cultural and the possibility of exposure to other languages can have an enormous benefit for children of all ages.

Considerations:

1. Gather a range of appropriate reading material from the local library on a long-term loan for your child to read.
2. Take advantage of the social, cultural and linguistic experiences involving visits to places of interest.
3. Your child could maintain e-mail contact with their class or send post cards.
4. Maintain a daily diary.
5. For holidays in excess of 6 months children can be enrolled in the School of Isolated and Distance Education (SIDE). For periods marginally less than 6 months parents may negotiate an arrangement with the School (SIDE).