



Homework Procedures at Robertson Public School



Robertson Public School

Department of Education

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Rationale

Homework is defined as any task assigned by school teachers intended for students to carry out during non-school hours designed to meet specific learning goals.

Students will also participate in a range of activities and have diverse experiences outside of school hours that may enhance their learning. Experiences and activities at home that help to create a rich learning environment for children are to be encouraged. They should not, however, be considered as homework unless they are assigned by the child's teacher.

Policy statement

1.1

This policy aims to outline homework that is

- relevant to the needs of students
- developed in consultation with key school community stakeholders including teachers, parents/carers and students.
- communicated to staff, students, parents/carers, particularly at the time of student enrolment.

1.2 Factors affecting homework

This policy recognises that there are many factors that affect homework that include;

- community expectations about homework are variable
- research regarding the value of homework is inconclusive
- schools are best placed to make decisions about homework in consultation with their communities.

1.3 Research on homework

[A Homework Policy: Research scan](#) (pdf 417KB) was undertaken by the department in 2012. This Research scan summarises the benefits and the drawbacks of homework, considers strategies to maximise the benefits, and examines in detail whether time spent on homework results in improved student achievement. The roles of parent involvement and socioeconomic status are also considered.

There is little consensus in the literature as to whether homework raises student achievement. Most researchers, however, conclude that for primary students, there is no evidence that homework lifts academic performance.

2.1

This policy applies to all staff, students and parents/carers at Robertson Public School.

Implementation

3.1 Homework

Homework tasks should be assigned by teachers with a specific, explicit learning purpose. On completion, teachers should acknowledge student effort and provide feedback related to student learning.

Homework is designed to;

- be a time for positive interaction between family members.
- provide parents with knowledge of areas of study in the classroom.
- encourage the development of individual study skills.
- be challenging and stimulating whilst recognising that individuals learn at different rates.
- recognise that individual students may need different periods of time to complete set tasks
- be a partnership between home and school; teacher, parent and child each have responsibilities
- be completed from Monday to Thursday.

3.2 Homework tasks

Research indicates that student learning may be enhanced if homework is:

- appropriate for each student's age and ability
- relevant to each student's needs
- purposeful and designed to meet specific learning goals
- varied and challenging, but achievable
- built on knowledge, skills and understanding developed in class
- clearly stated and requirements made explicit during class time
- supported by teacher strategies for students having difficulties with homework.

3.3 Manageability

The quantity of homework needs to be manageable so that teachers can ensure quality, and can provide feedback to students on completion.

Homework that is manageable for students will:

- be age appropriate
- consider students' outside of school hours commitments, such as sport, cultural activities, tuition and home responsibilities
- take into account students' access to resources and technology beyond school
- be clearly communicated to students
- provide some flexibility and options to allow for different student circumstances.

3.4 Communication

Homework is intended to be clearly understood by students and parents. This is dependent on good communication, the responsibility for this is shared between home and school.

Parents/carers of students experiencing difficulties completing homework need to be confident that these concerns can be discussed with the teacher, and that guidance and assistance will be provided.

3.5 Age specific considerations

While there is little conclusive evidence of the learning benefits of homework in infants and primary schools, quality homework in these stages may help students to develop effective study habits and broaden their understandings and skills across the curriculum.

3.5.1 Kindergarten to Year 2

In general, students are not expected to complete formal homework in Kindergarten. Students may be given books to read at home, as appropriate.

In Years 1 and 2 some formal homework may be set. For example, students might be asked to read and write, learn words for spelling and complete some mathematical activities.

3.5.2 Years 3 to 6

Homework in Years 3-6 may be varied and students may be expected to work more independently. Students could be encouraged to read and practise mathematical concepts learnt at school. Other homework may also be set across areas of the curriculum.

3.6 Homework expectations

3.6.1 Kindergarten

- Home reading – 10 minutes
- Sight word practice
- Phonics practice

3.6.2 Year 1

- Home reading – 10 minutes
- Sight word practice
- Phonics practice

3.6.3 Year 2

- Home reading – 15 minutes
- Sight word practice – if needed
- Phonics practice – if needed
- Skip counting practice – by 2s, 5s and 10s

3.6.4 Year 3

- Home reading – 15 minutes
- Times tables practice – 2x, 3x, 5x, 10x
- Research project

3.6.5 Year 4

- Home reading – 15 minutes
- Times tables practice – 4x, 6x, 7x, 8x, 9x
- Research project

3.6.6 Year 5

- Home reading – 20 minutes
- Times tables practice – 11x, 12x
- Research project

3.6.7 Year 6

- Home reading – 20 minutes
- Times tables practice – as needed
- Research project

Responsibilities and delegations

4.1 Principal

4.1.1 Homework Policy

Develop a Homework Policy, in consultation with their school community and communicate the Homework Policy to staff, students and parents/carers.

4.1.2 School's learning goals

Monitor and support teachers in the implementation of the Homework Policy and ensure that homework is consistent with the school's learning goals.

4.1.3 Homework balance

Support the need for balance between homework and the many other commitments in students' lives.

4.1.4 Communication

Provide mechanisms for teachers and parents/caregivers to communicate about homework.

4.1.5 Alternative strategies

Recognise that some parents/caregivers may not agree with the school policy on homework. This may necessitate the development of alternative strategies.

4.2 Teachers

4.2.1

Implement the school's Homework Policy.

4.2.2 Communication

Communicate the purpose, benefits and expectations of homework to students and parents/caregivers.

4.2.3 Effort and feedback

Acknowledge student effort in completing homework and provide timely and relevant feedback on achievement.

4.2.4 Resources and materials

Ensure resources and materials are easily accessible for students.

4.2.5 Difficulties and issues

Support students having difficulties with homework. Discuss with students and parents/caregivers any developing issues regarding a student's homework.

4.2.6 Colleagues

Discuss homework practices with colleagues.

4.3 Parents/carers

4.3.1

Provide positive and constructive feedback to the child through the demonstration of a genuine interest in their child's endeavours.

4.3.2 Communication

Promptly communicate any concerns or questions, to the teacher, regarding any matters that relate to homework.

4.3.3 Routines

Establish routines and locations that will assist children to complete all set tasks to the best of their ability.

4.3.4

Supervise, reward, encourage and advise the completion of homework.

4.4 Student

4.4.1

Complete all home work to the best of their ability fulfilling the directions given by the class teacher.

4.4.2

Develop good home work habits, routines and hand homework in on time.

4.4.3 **Help**

Ask for help or clarification from their teacher or parent if they are unsure of homework content or directions.

Monitoring, evaluation and reporting requirements

5.1

Principals, school executive and delegated teachers supervise the implementation of the policy.