




POLICY	 SPW EARLY LEARNING AND PRIMARY EDUCATION
Title: Homework	
Authorised by: Principal	Page Number: 1 of 6
No.: CURR-15	
Issue Date: September 2011	
Last Reviewed: September 2015	
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Page Number: 2 of 6	

Contents

1	Rationale.....	3
2	Research.....	3
3	Homework Times	3
4	The Role of the Student	4
5	The Role of the Parent	4
6	The Role of the Teacher	4
7	Homework Suggestions	5
8	Further Information	6

POLICY	
Title: Homework	
Authorised by: Principal	Page Number: 3 of 6
No.: CURR-15	
Issue Date: September 2011	
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1 RATIONALE

At SPW, we believe homework

- supports students' learning by complementing the school experience/work completed at school and
- provides the opportunity to practise skills and concepts taught in the classroom.
- supports the development of life skills including organisation, independence and management skills
- provides the students with an understanding how their in-class learning can be applied to their at-home world.
- gives parents an opportunity to connect with their child through the school experience.

2 RESEARCH

From the research, there are different views regarding homework, whether about the purpose, its value the amount set; and these vary among parents, teachers, etc. The evidence base from research regarding the benefits or otherwise are not clear as there is little longitudinal data and often conflicting. The research findings below set out some general conclusions that have guided our homework policy, as we attempt to make the homework program at SPW as successful as possible.


- Homework is affected by more factors than most other instructional strategies: the home environment, student aptitude, motivation, and age may all influence homework's effect favourably or otherwise (Blazer, 2009). – *It should not be instructional; but practising what has already been taught in class.*
- Professor John Hattie, of the Melbourne Graduate School of Education, has famously calculated the 'effect-size' of more than 100 education innovations. He recently told the BBC that homework in primary school has an effect-size of around zero 'which is why we need to get it right, not why we need to get rid of it...'
- Homework clubs provide a vital service for students who experience a form of disadvantage. They engage students who may otherwise drop out of the system. (ACER September 2014)
- Measuring homework by the time spent doing it is an imprecise and inadequate measure that does not take into account the quality of the work or the ability of the student or, increasingly importantly, student access to technology; (ACER September 2014)
- They believe that through homework, students can learn to use resources effectively (Blazer, 2009) and develop good study habits (Blazer, 2009).
- Blazer (2009) adds that homework may promote a greater parental appreciation of, and involvement in, schooling. Parental involvement in homework may improve students' homework completion rates and parents' attitudes toward their children's schools (Queensland Government Department of Education and the Arts, 2004). The research suggests that parents should be somewhat, but not too greatly, involved in their children's homework (Blazer, 2009).
- The inquiry report does highlight research (Cooper, 2007) showing that students are more likely to complete homework if they know teachers are keeping track of their progress and giving feedback on errors and areas for improvement.
- There is strong evidence and general agreement that homework at the primary school level has little impact on academic performance, but may play an important transitional role in preparing students for secondary school and beyond; (ACER September 2014)

3 HOMEWORK TIMES

At SPW there is an emphasis on reading as part of homework, while other homework may be spread across all areas of the curriculum, between Monday and Thursday.

One indisputable research conclusion is that children who spend time reading for sustained periods do significantly improve their literacy skills.

The empirical research introduced in this book indicated the importance of reading and the value of shared reading as an early intervention to help children, young as well, develop improved literacy skills. There is an emerging consensus that shared book reading helps develop children's oral language skills as well as print awareness skills. Both oral language skills and written language skills are equally

POLICY	
Title: Homework	
Authorised by: Principal	Page Number: 4 of 6
No.: CURR-15	
Issue Date: September 2011	
Last Reviewed: September 2015	
Next Review Date: September 2020	

important for early literacy competence because literacy comprises both of these different sets of skills.

Supporting Children's Language and Literacy skills Sim Soh Hong, QUT Centre for Learning Innovation, 2012

Four Nights per Week:

Early Years Reading

Foundation	15 minutes
Year 1 to Year 2	15 minutes

Middle Primary

Year 3 to Year 4	20-30 minutes
Year 5	40 minutes

Middle Years

Years 6 and 7	50-60 minutes
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There is no expectation that the iPad time should exceed the prescribed times above. Homework will not always require the use of an iPad.

4 THE ROLE OF THE STUDENT


- Consolidate the learning.
- Fill in diary accurately and regularly with the set homework (Years 3-7).
- Ensure 'you' know what is required of you regarding the homework task. Ask if you are unsure.
- Years 5-7 students use email as specified by the class teacher.
- Bring completed homework tasks back to school by the day they are due.

5 THE ROLE OF THE PARENT

- Remember that it is the child's homework and he/she must have the final say about the finished product.
- Should your child be experiencing difficulty with the task please discuss this with the teacher and negotiate a direction forward to ensure the task is a positive and beneficial experience.
- Teachers learn more about how a student is managing by examining the processes that a student has gone through rather than the final product. Please contact the teacher if your child is experiencing difficulties with homework expectation. The expectation is that you are not required to be the teacher of the assigned task.
- It may be beneficial for your child to eat and play and unwind before beginning their homework.
- Provide a comfortable environment that is relatively free from distractions and has a steady supply of stationery so they don't waste a lot of time "looking" for a pencil!
- Help them plan when they will do their homework.
- Set up a calendar that incorporates planned homework sessions that provides a structure and routine.

6 THE ROLE OF THE TEACHER

- Encourage, support and help students with homework tasks.
- Set tasks that reflect the learning in the classroom (inc consolidation and thinking about future learning).
- Consider student commitments eg family circumstances, events, co-curricular, etc (*Plan for this eg allow students to complete more than one task per night in order to free up time for other commitments.*)
- Discuss, explain and model all activities as required
- Homework is to be differentiated, open-ended, where appropriate.


POLICY	
Title: Homework	
Authorised by: Principal	Page Number: 5 of 6
No.: CURR-15	
Issue Date: September 2011	
Last Reviewed: September 2015	
Next Review Date: September 2020	

- Set work for students on individual learning plans or personal learning plans that support that student's development.
- Provide constructive feedback on set tasks.
- Projects as an assigned task, in their entirety, are not considered homework tasks. (This does not mean that aspects relating to the project eg research, etc of a topic will not be included as a homework task.)
- Provide advice to parents or students requesting additional homework eg relevant websites, books, through diary notes, etc. Additional work will not be provided or formally assess additional work completed at home. Students electing to complete interest projects at home will be welcome to share their work findings with their class.
- Ensure students and parents or caregivers are aware of the school's homework policy.

7 HOMEWORK SUGGESTIONS

The below table is added for examples/suggestions of homework for different year levels. **TO BE COMPLETED**

YEAR LEVEL	ENGLISH	MATHEMATICS	INQUIRY	SPECIALISTS
Foundation	2 ideas			
Year 1	Spelling Helpers (Fri) Reading Sight words			German inquiry – not set
Year 2	Reading Spelling Helper Show and Tell		Home challenges	
Year 3	Weekly tasks based on the classroom lessons and activities Daily reading Show and Tell preparation	Maths Mentals problems	Research task carried through from the classroom with relation to the unit of Inquiry.	
Year 4	Reading each night Writing task ; Handwriting task; Spelling revision	Work based on class tasks	Inquiry tasks based on the work within the PYP for the week.	Japanese-Study HIRAGANA table and practise writing; continue any work from class and eg tell teacher about your favourite aspect of Japanese culture and why?
Year 5				Japanese-Study HIRAGANA table and practise writing; continue any work from class and eg tell teacher about your favourite aspect of Japanese culture and why?
Year 6				Music – 15-20 minutes per week. Japanese-Study HIRAGANA table and practise writing; continue any work from

POLICY	
Title: Homework	
Authorised by: Principal	Page Number: 6 of 6
No.: CURR-15	
Issue Date: September 2011	
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				class and eg tell teacher about your favourite aspect of Japanese culture and why?
Year 7	<ul style="list-style-type: none"> Nightly reading Writing, proof-reading written pieces One off grammar tasks Preparation of oral presentations 	<ul style="list-style-type: none"> Reinforcement of recently taught concepts through practise and application tasks Revision of topic concepts 	<ul style="list-style-type: none"> Ongoing assignment work One off research tasks which compliment current unit 	<p>Music – 15-20 minutes per week.</p> <p>Japanese-Study HIRAGANA table and practise writing; continue any work from class and eg tell teacher about your favourite aspect of Japanese culture and why?</p>

8 FURTHER INFORMATION

Further information regarding this policy is available from any member of the Executive Leadership Team or the Coordinator-Learning Support.

Relevant Legislation

Privacy Act 1988

Related Policies

None

Related Procedures & Standard Operating Procedures

None

Related Forms & Checklists

Related Safe Work Practices & Guidance Notes

None

Related Other Documentation

Curriculum Documentation

PRINCIPAL	DATE