




POLICY	 SPW EARLY LEARNING AND PRIMARY EDUCATION
Title: Homework	
Authorised by: Principal	Page Number: 1 of 5
No.: CURR-15	
Issue Date: September 2011	
Last Reviewed: June 2020	
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Homework

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1 RATIONALE

At SPW, we believe homework

- supports learning by supporting students' at-school experience
- 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. These views vary among parents, and teachers. The evidence base from research regarding the benefits or otherwise are not clear as there is little longitudinal and often conflicting data. 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

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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

Reception	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 iPad time should exceed the prescribed times above. Homework will not always require the use of an iPad for year levels with 1:1 devices.

4 THE ROLE OF THE STUDENT


- Consolidate or prepare for learning
- Fill in diary accurately and regularly with the set homework (Years 3-7)
- Ensure 'you' know what is required regarding the homework task. Ask if unsure.
- Years 5-7 students use email or online service such as Google Classroom as specified by the class teacher
- Bring completed homework tasks to school by the day they are due
- Take pride in your work and present tasks completed at home appropriately

5 THE ROLE OF THE PARENT

- Remember 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, or support your child to discuss this, with the teacher and negotiate a direction forward. Homework tasks should be positive and beneficial experiences
- Teachers learn more about how a student is managing by examining the processes a student has gone through rather than the final product. Please contact the teacher if your child is experiencing difficulties with homework expectation. There is no expectation you act as the initial teacher of the assigned task
- It may be beneficial for your child to eat and play and unwind before beginning homework
- Provide a comfortable environment 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 a timer if this will help your child remain on task
- Set up a calendar that incorporates planned homework sessions to provide a structure and routine

6 THE ROLE OF THE TEACHER

- Communicate expected tasks clearly, for all learners
- Encourage, support and help students with homework tasks
- Set tasks that reflect the learning in the classroom (including consolidation and preparation for upcoming learning)
- Consider student commitments eg family circumstances, events, co-curricular, etc (*Plan for this if a task is essential*)
- Discuss, explain and model all activities as required to ensure understanding
- Homework is to be differentiated and open-ended, where appropriate.

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- Negotiate and support the inclusion of homework for specialist subject areas where appropriate
- Set work for students on individual learning plans or personal learning plans to support the student's development
- Provide constructive feedback on set tasks
- Projects as an assigned task, in their entirety, are not considered appropriate homework tasks. Aspects relating to a project may be included as homework
- Provide advice to parents or students requesting additional homework eg relevant websites, books, through diary notes, emails or online services. Additional work is not expected to be assessed. Students electing to complete interest projects outside of school will be welcome to share their work or findings with the class
- Ensure students and parents or caregivers are aware of the school's homework policy.

7 FURTHER INFORMATION

Further information regarding this policy is available from any member of the Executive Leadership Team.

Relevant Legislation

Privacy Act 1988

Related Policies

None

Related Procedures & Standard Operating Procedures

None

Related Forms & Checklists

None

Related Safe Work Practices & Guidance Notes

None

Related Other Documentation

Curriculum Documentation

Student Diary

iPad Program Booklet

PRINCIPAL	DATE