



HOMWORK POLICY

This policy has been developed by the Leadership team and Student Learning Committee, with input from the whole staff. It is ratified by the Governing Council and is reviewed every two years.

Overview

Homework provides students with the opportunities to consolidate their classroom learning, prepare for learning beyond the classroom, foster good lifelong learning and study habits, provides an opportunity for students develop their ability to work independently and involve family members in their learning. It can also help them develop executive functioning and IB related skills such as organisational and time-management skills, and skills in using out-of-school resources. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.

Aim

The school Homework Policy aims to encourage independence and a positive attitude to learning. Homework that enhances student learning:

- is appropriate for each student's age and ability;
- is relevant to each student's needs;
- is purposeful and designed to meet specific learning goals;
- is varied and challenging, but achievable;
- consolidates knowledge, skills and understandings developed in class;
- is clearly stated and its requirements are made explicit during class time; and
- such that it allows time for student commitment to recreational, employment, family and cultural activities

Scope

This policy applies to students, parents/caregivers and staff of Linden Park Primary School.

Responsibilities

Principal:

- Distribute the homework policy to staff, students, and parents/caregivers, particularly at the time of enrolment.
- Ensure that the homework policy is effectively implemented throughout the school.

Teaching Staff:

- Set homework that is varied, challenging and directly related to class work and appropriate to students' learning needs.
- Monitor homework regularly. This may include peer/class discussion, teacher/student conversations or checklists.
- Discuss with parents/caregivers any developing problems concerning homework and suggest strategies to assist with homework.

Parents/Caregivers

- Be aware of and support the Linden Park Primary School Homework Policy.
- Encourage and talk with children regarding homework.
- Check children's diary, communication folder, calendar or digital forum each day for homework details.
- Provide a supportive environment for children to undertake homework activities.
- Communicate with the teacher in writing if children are unable to complete homework.
- Discuss with the child's teacher if there are any queries regarding homework.

Students:

- Discuss homework expectations with parents or caregivers.
- Accept responsibility for the completion of homework tasks within set timeframes.
- Follow up on comments made by teachers.
- Seek assistance when difficulties arise.
- Organise time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part time employment.



Linden Park Primary School

Guidelines

Forms of homework may be defined as:

- Providing opportunities for children to apply new knowledge
- Reviewing, revising and reinforcing newly acquired skills
- Preparing supporting information for a particular task or subject

Examples of homework:

- Reading
- Spelling
- Writing tasks
- Practising and playing musical instruments
- Collecting articles, artefacts or items of relevance
- Practising fluency in Mathematics such as timetables
- Specialist subjects such as French, Science and The Arts
- First language tasks
- Household chores and other after school commitments

Time and type of homework allocated

The following times are guidelines only, so there will be times when the student will have homework that takes more or less time than stated.

Year level	Minutes per week (approx.)	Types of homework
Reception	40-50	In general, students are not expected to complete formal homework in Reception. Students may be given books to read at home, high frequency words to learn to support reading, practice handwriting, spelling, counting and number facts regularly.
Year 1 Year 2	50 – 80	Some formal homework may be set for students in Years 1 and 2. For example, students might be asked to read and write, learn words for spelling, prepare oral language reports or 'sharing' as part of units of inquiry and practice counting and number facts.
Year 3 Year 4 Year 5	80 - 120	Students will be expected to complete homework work with increasing independence, in a range of forms and across curriculum areas. Homework could encompass spelling, number facts and strategies, developing skills and knowledge to automaticity. Reading is in addition to the other forms of homework. Teachers may also set homework in the form of a weekly contract.
Year 6 Year 7	120-150	Students are expected to complete homework and develop skills such as organisation, time management, reflection, creative and critical thinking, and information literacy. Homework can encompass interdisciplinary inquiry, reinforcement of classroom learning and revision tasks (which can include contracts) and independent inquiry. Reading is in addition to the other forms of homework.

At times, no homework will be set, as teachers may have determined that it is not required on a particular day. The learning required may have occurred during the day or may be addressed in homework on future days. When no homework is set, the student may have written 'no homework' in their diary, communication book, calendar or digital forum.

Staff recognise that many students participate in a number of home obligations, physical activity and sports, recreational and cultural activities, and for these students, negotiation can occur if flexibility is required.

Monitoring and Review

To ensure this policy is effective, it will be monitored and evaluated as part of the school's regular two-year cycle of policy review, when amendments will be made and submitted to the Governing Council.

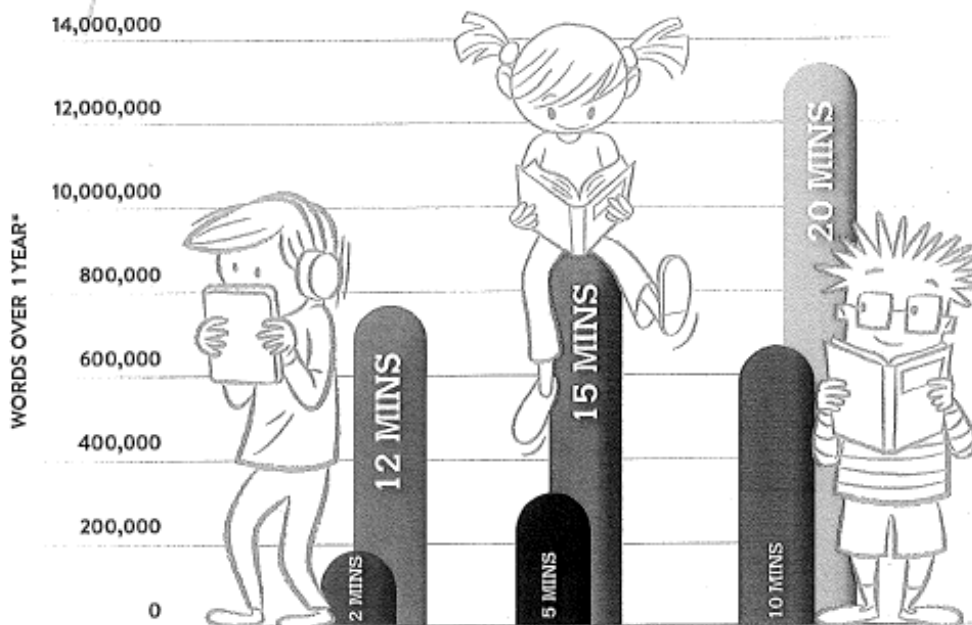


Linden Park Primary School

Changes made will be communicated to the school community.

ADDING 10 MINUTES TO A CHILD'S READING MAKES A BIG DIFFERENCE OVER THE YEAR.

A COMPARISON OF YEAR 5 CHILDREN



DID YOU NOTICE?

THE MORE MINUTES CHILDREN READ PER DAY, THE MORE FLUENT THEIR READING BECOMES. FROM 5 MINUTES TO 15 MINUTES PER NIGHT THERE IS AROUND

A 200% INCREASE IN WORD EXPOSURE OVER ONE YEAR!

RESEARCH SHOWS US THAT THE BENEFITS OF READING MORE IMPROVE PERFORMANCE IN:

GENERAL KNOWLEDGE, VOCABULARY, READING COMPREHENSION, VERBAL FLUENCY AND SPELLING.**

*Adapted from Adams (2006) with baseline data from Anderson, Wilson & Fielding (1998). **Cunningham and Stanovich (1998).

