YERONGA STATE SCHOOL

HOMEWORK POLICY

RATIONALE


Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. When homework is set, it will take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, and cultural activities where appropriate.

BELIEFS ABOUT HOMEWORK

At Yeronga State School we believe that homework that enhances student learning:

• is purposeful and relevant to student needs
• is appropriate to the phase of learning
• is appropriate to the capability of the students
• develops the students independence as a learner
• is clearly related to or supportive of class work
• is both systematic and flexible to help students establish homework routines.

HOMEWORK CONTENT

Mathematics and English are the key learning areas covered as part of the homework program. A gradual increase in the time spent on homework has also been adopted to create more demand and challenge as the children move through the year levels. For each year level there is a maximum expectation for time to be spent on homework tasks, based on Education Queensland Homework Policy.

Homework can engage students in independent learning to complement work undertaken in class through:

• revision and critical reflection to consolidate learning (practising for mastery)
• applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
• pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
• preparing for forthcoming classroom learning (collecting relevant materials, items, information)

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VARIATION FOR PHASES OF LEARNING

In the Early Phase of Learning (Prep to Year 2) many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

Homework tasks in Year 1 to Year 3 may include:

- daily reading to, with, and by parents/caregivers or other family members
- linking concepts with familiar activities such as shopping, preparation of food,
- consolidation of foundation skills, including sight words, maths tables, spelling tasks
- preparation for oral presentations
- opportunities to write for meaningful purposes.

Homework for Year 1-2 students is up to but generally not more than 1 hour per week. Prep students are encouraged to practise sight words daily during Semester 1 and participate in daily reading activities from Semester 2.

In the Middle Phase (Year 3 to Year 7) some homework can be completed daily, weekly or longer period and may:

- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research.
- include homework from specialist teachers (Music/ LOTE/ PE)

Homework in Year 3 could be up to but generally not more than 1.5 - 2 hours per week.

Homework in Year 4 and Year 5 could be up to but generally not more than 2 - 3 hours per week.

Homework in Year 6 and Year 7 could be up to but generally not more than 3 - 4 hours per week.

The suggestions above are a guide in determining the amount of set homework that our students might be expected to undertake.

HOMEWORK EXPECTATIONS

Homework tasks are similar for each class within each year level however there may be some variations, depending on class routines. Homework is distributed on a Friday to allow students with extra-curricular commitments additional time over week-ends to meet homework requirements. Class teachers will establish set routines for the collection and/or monitoring of homework. Activities are devised either to be completed daily or weekly.

Parents may choose to withdraw their child from homework activities from time to time due to family commitments. A letter or e-mail to the class teacher to inform them of this is required.

Where children are having difficulty with homework expectations or content, parents are encouraged to meet with the class teacher as soon as possible to negotiate satisfactory solutions for all parties.

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HOMEWORK RESPONSIBILITIES

Our Principal should:
- develop our school homework policy, in consultation with our school community
- distribute our school homework policy through school website and appropriate handbooks
- ensure our homework policy is effectively implemented throughout the school.

Our teachers should:
- ensure our school's homework policy is implemented
- clearly communicate the purpose, benefits and expectations of all homework
- set homework on a regular basis
- check homework regularly and provide timely and useful feedback
- give consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
- discuss with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

Our students can take responsibility for their own learning by:
- being aware of our school's homework policy
- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home and extra-curricular commitments.

PARENT /CAREGIVER SUPPORT

The partnership between home and school is invaluable in achieving the best possible outcomes for students. Our parents and caregivers can help their children by:
- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning
- encouraging them to read and to take an interest in and discuss current local, national and international events
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.