Flemington Primary School
POLICY FOLDER

CURRICULUM - Homework

RATIONALE
Flemington Primary School believes that homework should not be a chore and that it assists students by:
- complementing and reinforcing classroom learning habits
- fostering lifelong study habits
- providing an opportunity for students to be responsible for their own learning

AIMS:
Homework should be:
- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open ended
- assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities.

IMPLEMENTATION:

A. The School should:
- advise parents of homework expectations for student class levels at the beginning of the school year and provide them with a copy of the homework policy;
- follow up with parents if a student fails to complete homework;
- work with parents and guardians to establish good homework patterns for early primary school

B. Homework can comprise:
1. Practice – opportunities for students to apply new knowledge or to review, revise and reinforce newly acquired skills, such as:
   • reading for pleasure
   • practising spelling words
   • writing essays and other creative tasks
   • practising and playing musical instruments
   • completing consolidation exercises for Mathematics

2. Preparation - opportunities for students to gain background information so they are better prepared for future lessons, such as:
   • collecting newspaper articles
   • researching topics for class work
   • reading background material for History
• reading English texts for class discussion
• revising information about a current topic.

3. Assignments or projects - encourage students to pursue knowledge individually and imaginatively, such as:
• writing a book review
• researching local news
• finding material on the Internet
• making or designing an art work
• monitoring advertising in a newspaper
• completing Science investigation exercises

C. Parents can help students with their homework by:
• encouraging a regular daily session to examine and complete homework
• discussing key questions or suggesting resources to help with homework
• helping to balance the time spent between homework and recreational activities
• asking how homework and class work is progressing, and acknowledging success
• attending the school events, productions or displays their child is involved in
• talking to teachers about any homework problems
• checking if homework has been set
• ensuring upper primary and secondary students keep a homework diary
• reading texts set by teachers
• discussing their child’s responses to set texts and asking to see their completed work
• discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
• linking homework and other learning activities to the families’ culture, history and language.

D. Teachers can help students with their homework by:
• setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
• helping students establish a home study routine
• giving students enough time to complete homework, considering home obligations and extracurricular activities
• assessing homework and providing timely and practical feedback and support
• making effective use of homework diaries for upper primary and secondary students
• coordinating the allocation of homework by different teachers in secondary schools
• helping students develop organisational and time-management skills
• ensuring that students have good information skills
• ensuring parents are aware of the school’s homework policy
• developing strategies within the school to support parents becoming active partners in homework
E. Homework expectations:

Prep to Year 4:
* enables the extension of class work by practising skills or gathering of extra information or materials
* will mainly consist of daily reading to, with, and by parents/carer or older siblings
* will generally not exceed 30 minutes a day or be set on weekends or during vacations.

Year 5 to 6
• should include daily independent reading
• should be coordinated across subjects to avoid unreasonable workloads for students
• may extend class work, projects and assignments, essays and research
• will generally range from 30 to 45 minutes a day

References


http://www.teacherstoolbox.co.uk/T_effect_sizes.html

http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/The-Case-For-and-Against-Homework.aspx

Evaluation:
This policy will be evaluated annually by the Policy sub-committee as part of the school’s regular review cycle.

Review:
This policy to be reviewed in 2016

Dated : 20\textsuperscript{th} May 2013