
THE PATCH PRIMARY SCHOOL

HOMework

Rationale:

Homework can benefit students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

Parents are the first and most important teachers their children will ever have. When children arrive at primary school they already have learnt a complex language and its grammar, a basic understanding of number and how it operates and the ability to use their bodies in a variety of ways.

Parents have achieved this not through set periods of 'learning time' but through constant talking with their children, praising small, relevant incremental steps and spending the huge amount of interested and involved time that learning requires.

At The Patch Primary School our approach to homework reflects and supports parents' work at home with their children. We believe and evidence supports the view that where parents continue to involve children in real life learning of reading, writing, mathematics, sport and socialisation those children show an understanding of the curriculum that will serve them well in later years. These opportunities occur naturally – shopping, playing, family trips and discussions.

Aims:

Our school strongly supports parental involvement with their children's education. We will ensure that parents are kept informed of what is being taught in the classroom. Teachers may set regular tasks to be completed such as spelling or maths but we do not support setting prescribed time allocations at a school level.

At all levels of primary school we believe children benefit from regular reading, regular writing – emails, postcards, shopping lists etc. as well as the opportunity to practice the sort of maths skills and knowledge that comes from using money, telling the time, weighing and measuring and counting and sharing. What makes these experiences meaningful is the discussion that goes with them.

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.

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

Implementation:

Where homework is set we recommend the following

Parents and carers 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 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.

Teachers can help students with their homework when set 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 and carers are aware of the school's homework policy
- developing strategies within the school to support parents and carers becoming active partners in homework.

Early Years (Prep to Year 4) Homework will consist mainly of:

- should not be seen as a chore
- reading activities to, with and by parents.
- simple extension tasks associated with classroom activities.
- gathering of additional information or materials
- Homework will generally not exceed 30 minutes per day and will not be set on weekends or during vacation periods.

Middle Years (Years 5 to 6) Homework will consist mainly of:

- independent reading on a daily basis
- tasks such as continuation of classroom work, projects and assignments, essays and research.
- Homework will generally not exceed 45 minutes per day, must be coordinated between teachers to avoid excessive workload, and may be set during weekends and school vacations.

- Whatever the assignment please remember that most benefit comes from homework the child likes doing, so make the experience pleasurable, show interest and build up confidence. It is far better to do no homework than to have tension, argument and tears. If this situation does arise please contact the school immediately
- It is acceptable for teachers to assign unfinished classroom activities as additional homework tasks.

Evaluation:

- This policy was originally formed, and will be reviewed in consultation with all members of the wider community (all staff, parents, students, and interested members of the community) as part of the school's five - year review cycle.

Reference:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/guidelines.aspx>

Principal



School Council President

