

Homework Policy

1. Purpose

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

The Moonee Ponds West Primary School homework policy provides guidelines for teachers, parents and students about how often children should be doing homework and the kind of homework that children at this school should do. It also provides a set of beliefs that underpin the nature of homework as part of the school's learning program. The policy is consistent with DEECD guidelines and recent research.

2. Beliefs

These key beliefs underpin homework for students at Moonee Ponds West Primary School-

- 2.1 Homework needs to complement and reinforce classroom activities and topics.
- 2.2 It provides opportunities for children to delve deeper and to research areas of interest.
- 2.3 When children initiate homework there are high levels of engagement and it is more likely to be a positive experience.
- 2.4 Homework is more effective if children can see their parents genuinely engaged in the same or similar activity thus providing a model of appropriate attitudes to learning.
- 2.5 Homework is more effective if adults provide positive feedback to children about their work. This not only encourages further learning but also reinforces success for the child.
- 2.6 Homework helps children learn self-organisation skills and responsibility.
- 2.7 Children need time for play, rest and socialisation.
- 2.8 It is important for children in primary school to be involved in "family living"- talking, listening, playing and sharing interests with siblings and parents. These things promote learning about life.

3. Guidelines for Action

3.1 At Moonee Ponds West Primary School homework time will vary in duration and frequency according to the age, interests and physical condition of the individual child. Homework that provides children with choices increases the likelihood of engagement and ownership. The following guidelines are based on the DEECD homework guidelines taken from the Victorian Schools Reference Guide:

Year Level Guidelines

Prep to Year 3

- Homework in the early years of schooling will have an emphasis on daily reading to, with and by parents/caregivers or older siblings.
- Homework will generally be up to 30 minutes a day.
- Other homework will enable the extension of class work by practising skills or gathering extra information or materials. There are many play or home activities that can help children in this age group to develop literacy, numeracy and problem solving skills eg. Scrabble and shopping.

Year 4 to 6

- Homework will include daily independent reading
- Homework will include extension of class work, projects, completion of tasks and preparation for class activities (Refer Attachment 1).
- Homework will generally range from 30-45 minutes each day.

3.2 Children are encouraged to take a book home to read with an adult; to read alone or to have an adult read to them. The adult should take the opportunity to read/discuss the book with the child and promote the enjoyment of reading.

3.3 Homework other than reading will also be familiar to the child and will be of a follow up, completion, preparation or extension type (See Attachment 1). This may include Year Book, maths projects, integrated unit inquiry, literature responses or art/craft based activities.

In years 4-6 the use of a student diary will be encouraged to further develop organisational skills.

4. Evaluation

This policy will be reviewed in 2010.

5. Definition

Homework;

- is work that is done at home to reinforce and complement what students learn at school
- is an important partnership between school and home giving children time to explore and extend upon their classroom activities and topics in a self managed environment, appropriately based on their own developmental needs
- is any activity done away from school that supports any area of the school curriculum.
- is the activities children experience at home that complement school learning.

6. References

Homework Guidelines, DEECD, Student Learning Division.

http://www.education.vic.gov.au/management/governance/referenceguide/curric/3_23.htm
(16 July 2009)

Attachments

1. Types of homework.
2. The role of parents/caregivers, teachers and students

This policy was endorsed by School Council on July 20th 2009

Types of Homework

Practice Exercises – providing students with opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills, such as:

- Reading for pleasure.
- Writing for real purposes such as lists and invitations.
- Practising and playing musical instruments.
- Proofreading writing and checking for correct spelling.
- Practising physical education skills.
- Playing multiplication table games.
- Use of educational websites for learning literacy and numeracy skills.
- Card games/board games to consolidate literacy and numeracy skills

Preparatory Homework - providing opportunities for students to gain background information so they are better prepared for future lessons such as:

- Reading and gathering information for integrated topics
- Reading literature texts and preparing responses.
- Collecting newspaper articles.
- Gathering resources for classroom projects.

Extension Assignments – encouraging students to pursue knowledge individually and imaginatively, such as:

- Making or designing art work
- Mathematical investigations extending understandings into real world application.
- Completing integrated topic investigations.

Attachment 2

The Role of Parents/Caregivers, Teachers and Students

Parent and Caregivers

- Set an example by reading themselves.
- Read to children.
- Read chosen literature texts and discuss this with their children.
- Observe and acknowledge success and ask how their child's home and class work is going. Check diaries for students in years 4-6 and Reading Logs for years P-3
- Help children complete homework by discussing key questions or directing them to resources.
- Help children balance the amount of time spent completing homework, watching television, playing computer games and engaging in other recreational activities.

Teachers

- Develop a regular routine for take home books in the junior years.
- Providing information to parents about homework tasks and responsibilities through annual information meetings.
- Provide information for parents about homework tasks such as websites and book resources.
- Set varied, challenging and meaningful tasks related to class work that are developmentally appropriate to the child's learning needs.
- Help children develop organisational and time management skills by ensuring tasks can be broken up into manageable parts and showing children how to use their diary with regular checking to ensure tasks are completed.
- Give children sufficient time to complete homework tasks, taking into account obligations and extra curricula activities.
- Assessing homework and giving timely feedback.

Students (Developed through Junior School Council)

- Gets feedback from others including the teacher about their work.
- With help get better at completing homework including in years P-3 the use of a reading log and in the upper years the use of a diary.
- Take increasing responsibility for their learning including the completion of their homework.
- With help get better at time management skills.
- When there are homework choices pick carefully so that the work is interesting.