Sarina State School
2015
Whole school
Prep- Year 6
Homework Policy
Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom. Homework should focus on consolidation of basic facts which lead to fluency in Maths and English. This includes learning of number facts (in line with school scope and sequence), phonics, reading (reading to an adult or independent) and spelling. If homework is purposeful, achievable and interesting, students will most likely want to complete it.

Homework is intended to:

- **enhance** student learning
- be **purposeful** and **relevant** to student needs
- be **appropriate** to the **phase of learning** (early, middle, upper)
- be **appropriate** to the **capability** of the individual student
- develop the **student’s independence as a learner**
- enable **practice of known or taught concepts**

Homework is most effective when it:

- is **clearly related to class work**
- is **given for a purpose** and not just for the sake of handing out homework
- is **varied and differentiated** to individual learning needs
- is **short, frequent** and monitored by the teacher
- **feedback is provided** by the teacher
- is used to facilitate the achievement of learning outcomes
- refrains from requiring dependence on unreasonable levels of parental assistance
- is **achievable**
- **consolidates, revises and/or applies** students’ classroom learning
- **develop students’ independence** as a learner through extension activities such as investigating, researching, writing, designing, making
- assists students to prepare for upcoming learning, such as collecting relevant materials and information
- is **monitored by the teacher**

*(P-12 curriculum, assessment and reporting framework)*

**You Can DO IT - Keys for Success** become very important for students to own their own learning:

- Organisation
- Confidence
- Resilience
- Persistence

Parents and Caregivers can help their children by:

- Reading to their children, talking with them and involving them in 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
- Linking maths or literacy concepts with familiar activities such as shopping, preparation of food, local environment and family outings
- Having conversations about what is happening at school
While the above parent assistance can be valuable to children, it is not expected that parents/caregivers closely supervise all activities. The level of activities set by teachers should allow students to engage with their learning with a minimum of direct supervision.

Responsibilities

Teachers

- Ensuring school’s homework policy is implemented
- Setting homework on a regular basis
- Setting of homework
- Clearly communicating the purpose, benefits and expectations of all homework
- Checking homework regularly and provide timely and useful feedback
- Using homework that is varied, challenging and directly related to class work and appropriate to students’ learning needs
- Explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework (You can do it- Key- ORGANISATIONAL)
- Discussing with parents/caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework

Students

- Being aware of the school’s homework policy
- Discussing with their parents and caregivers homework expectations
- Accepting responsibility for the completion of homework tasks within the set time frames
- Accepting responsibility for setting and monitoring their own learning goals
- Following up on comments made by teachers
- Seeking assistance when difficulties arise
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities

Homework tasks and timeframes

Homework should NOT include;
- Concepts not already taught in class
- Major KLA assessment tasks (No class assessment should be sent home to do or to be finished)
- Tasks beyond the teacher’s expectations for an individual student
- Tasks requiring close monitoring or support
- Photocopied BLM’s or random photocopy sheets (commercial Homework books, Maths New Wave mentals, Excel Maths and English books etc- MUST be linked to what is being taught and learnt in class)

Homework tasks may include;
- Daily reading to, with and by parents/caregivers or other family members
- Daily independent reading
- Practice of taught or known concepts such as reading, spelling, number facts
- Opportunities to write for meaningful purposes
Any homework given will be seen by the student as achievable. It should be designed to be completed within a reasonable time frame.

Literacy and Numeracy activities need to be linked to class work to help build fluency, automaticity and consolidation. There is no set number of how many of each activities - keep in mind, students/parents/teachers workload.

Set out of homework should align to school’s bookwork policy.

<table>
<thead>
<tr>
<th>Prep</th>
<th>Year 1 and Year 2</th>
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<tbody>
<tr>
<td>Term 2- 15min max.</td>
<td>Generally not more than 1 hour per week.</td>
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<tr>
<td>reading</td>
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<tr>
<td>sight words</td>
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<tr>
<td>building maths skills</td>
<td>building literacy skills</td>
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<td>building literacy skills</td>
<td>spelling</td>
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<td></td>
<td>maths- facts, revision</td>
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<td>V COP</td>
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<thead>
<tr>
<th>Year 3 and Year 4</th>
<th>Year 5 and Year 6</th>
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<tbody>
<tr>
<td>Generally not more than 1 hour per week</td>
<td>Generally not more than 1-2 hour per week</td>
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<tr>
<td>reading (minimum 10 minutes nightly)</td>
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<tr>
<td>sight words (If applicable)</td>
<td>sight words (If applicable)</td>
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<tr>
<td>building literacy skills</td>
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<tr>
<td>spelling</td>
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<tr>
<td>maths- facts, revision of class focus</td>
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<td>V COP</td>
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<tr>
<td>Higher order tasks- thinkers keys, Blooms, MI, six thinking hats</td>
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