



Fig Tree Pocket State School

Homework Policy

Definition

Homework is typically defined as any teacher-assigned task intended for students to perform outside school hours (Cooper, 1989).

Research

Research over the years has demonstrated an overall positive effect of homework on student achievement (Marzano 2007). Arguments about related issues such as appropriate quantity of homework, amount of parental involvement required and results of no homework continue. It is hoped that at Fig Tree Pocket State School, homework remains a positive experience that adds value to the learning of our students.

Statement of Intent

Our school community believes that homework provides students with the opportunities to consolidate their classroom learning, the patterns for lifelong learning beyond the classroom and the involvement of family members into learning.

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes: sufficient time for family, recreational and cultural pursuits/interests.

At Fig Tree Pocket State School, we accept that situations that may exist or arise that prevent students from completing homework. After consultation between the school and family, minor or major changes will occur. Parents are encouraged to contact the school immediately if such a situation occurs.

Quality Homework

- Homework should be structured to ensure high completion rates.
- The amount of time assigned for homework should be carefully considered as well as the grade levels at which homework is assigned. The younger the child, the less homework. The amount of homework that is assigned should not present a burden to parents or students.
- Homework should have a well-articulated purpose.
- The purposes for homework are practice, preparation and parent-child relations.
- Homework should relate directly to identified learning goals.
- Homework should be designed so that students can perform it independently.
- Homework should involve parents and care providers in appropriate ways.

Guidelines

- Homework is seen as an opportunity for building family relationships, not as a cause of family conflict.
- Homework is about consolidating learning, not introducing new work.
- Homework should be seen as a way for parents and teachers to work together to enrich students' lives. Constructive communication should exist from both sides.
- Parents/ care providers are requested to notify their child's teacher of circumstances which may affect the completion of homework tasks.

Responsibilities

Teachers

Teachers can help students establish a routine of regular, independent study by:

- Ensuring the FTPSS homework policy is implemented
- Setting homework on a regular basis
- Clearly communicating the purpose, benefits and expectations of all homework
- Checking homework regularly and providing timely and useful feedback
- Provide 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 practise these strategies through homework
- Giving consideration to other academic and personal developmental activities that students could be engaged in when setting homework
- Discussing with parents and care providers any problems concerning their child's homework and suggesting strategies to assist with homework.

Students

Students can take responsibility for their own learning by:

- Being aware of the FTPSS homework policy
- Discussing with their parents or care providers, 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 obligations, participation in physical activity and sports, recreational and cultural activities.

Parents and Care Providers

Parents and care providers 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 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, practising an instrument, playing sport and engaging in other recreational activities
- Contacting the teacher to discuss any concerns about the nature of homework and their child's approach to homework.

Homework appropriate to particular phases of learning

The following is to operate as a guide in determining the amount of set homework that students might be expected to undertake. It is the parent's choice/decision to provide any additional stimulus for their child.

In the Early Years 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 may include:

- daily reading to, with, and by parents/caregivers or other family members
- daily practise to learn sight words
- daily practise to master maths facts

Home activities may include:

- linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings
- conversations about what is happening at school
- opportunities to write for meaningful purposes.

In the Prep Year, homework will primarily take the form of home reading and sight word recognition.

In Years 1 and 2, homework will generally take the form of daily home reading, sight word recognition and mastery of maths facts.

In the middle and upper years (Years 3 and 4, Years 5 and 6) some homework can be completed daily or over a weekly or fortnightly period and may include:

- daily home reading, spelling and maths facts knowledge
- opportunity to practice newly learned skill
- preparation for oral presentations
- extension of class work, projects and research.

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

Homework in Year 5 and Year 6 could be up to but generally not more than 3-4 hours per week.

Implementing the School Homework Policy

Regular monitoring and collaboration amongst teachers will ensure consistent and effective implementation of the school homework policy.