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### Homework Procedures

#### **Background:**

Homework plays a small but important role in a life of a student at Windang Public School. It is provided to help reinforce and enhance the student's learning as well as provide the opportunity to discuss and share school work with parents.

Homework will be assigned in situations where evidence suggests ongoing practice will add value to the child's learning, while being interesting for the student. The school will ensure that an appropriate amount of homework is provided so as to not negatively interfere with home and family life and extra-curricular activities.

Homework works best for children if it is a quiet time, free from distractions and they have a space and the equipment necessary to complete the task. The school has developed a procedure to guide our approach to homework and help teachers, parents and students know what is expected.

#### **Rationale:**

At Windang Public School our homework aims to provide students with the opportunity to:

- Practise and revise skills learnt in class
- Learn to be independent learners
- Prepare children for transition to secondary school (study and organisational skills)
- Provide opportunities for parents/caregivers to participate in their child's learning

#### **Roles and Responsibilities**

Schools can support students by:

- Fostering lifelong learning and connecting families with the learning of their children
- Ensuring the school's Homework procedure is relevant to the needs of students
- Communication to parents at the beginning of the year and reinforced throughout the year (as appropriate)
- Encouraging parents/carers of primary aged children to read to and with their children for enjoyment

Teachers can support students by:

- Equipping students with the skills to solve problems
- Encouraging real-life problem solving, logical thinking, creativity and imagination
- Giving students enough time to complete homework, considering home obligations and extracurricular activities
- Helping students develop organisational and time-management skills
- Ensuring parents/carers are aware of the school's Homework Procedures (Meet the Teacher sessions)
- Offering a wide range of opportunities for families to engage in their children's learning

Parents can support students by:

- Developing a positive and productive approach to homework
- Ensuring there is a balance between the time spent on homework and recreational activities
- Reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- Talking to teachers regarding homework

Students can take responsibility for their own learning by:

- Being aware of the school's Homework Procedures
- Discussing with their parents or caregivers homework expectations
- Accepting responsibility for the completion of homework tasks within set time frames
- Seeking assistance when difficulties arise
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities

### **Guidelines:**

- Homework expectations will be communicated to parents at the beginning of the year and reinforced throughout the year (as appropriate)
- Daily reading will be encouraged for all year levels
  - Kindergarten to Year 2 students – 10 minutes
  - Years 3-4 students – at least 15 minutes
  - Years 5-6 students – at least 20 minutes
- Homework is the child's responsibility, but parental support is encouraged
- Classroom learning experiences may be shared via Seesaw activities, Facebook updates, and assembly items as discussion starters between parents/carers and children
- Homework is not meant to, and indeed should not occupy the majority of a child's time away from the school
- Homework should enable children to achieve success, gain self-esteem and the praise of parents/caregivers.
- While homework is an important component of the teaching and learning process, our school recognises that it is important for students to have time for play, leisure and physical activities outside of school

### **Suggested Implementation**

#### Kindergarten to Year 2 (Early Stage 1 and Stage 1)

- Enable the extension of class work by practising skills (i.e. high frequency words, numbers)
- Gathering extra information or materials (items to share for news)
- Home reading, daily reading to, with and by parent or siblings

This will generally not exceed 20 minutes a day and will not be specifically set on weekends or during holiday periods.

#### Year 3 to Year 4 (Stage 2)

- Enable the extension of class work by practising skills (i.e. spelling patterns/rules, numbers facts)
- Gathering extra information or materials (project topics)
- Home reading, independent reading and if applicable, daily reading to, with and by parent or siblings

This will generally not exceed 30 minutes a day and will not be specifically set on weekends or during holiday periods.

#### Year 5 to Year 6 (Stage 3)

- Enable the extension of class work by practising skills (i.e. spelling patterns/rules, numbers facts)
- Gathering extra information or materials (project topics, class work, assignments)
- Home reading, independent reading (reading for enjoyment)

This will generally not exceed 40 minutes a day and will not be specifically set on weekends or during holiday periods.

### **Evaluation:**

This policy will be reviewed as part of the school's three-year review cycle or if guidelines change.