Artarmon Public School

HOMEWORK POLICY

Homework bridges the gap between learning at school and learning at home. It strengthens home-school links and reaffirms the role of parents and carers as partners in education. Consideration in the policy is given to the key elements of quality, manageability and communication.

A. PURPOSES OF HOMEWORK

Homework should:
- be appropriate for each student’s age and ability.
- take into account students’ other commitments, such as sport, cultural activities and home responsibilities.
- allow for practising, extending and consolidating work done in class.
- improve students time management and organisational skills.
- establish habits of study, concentration, personal responsibility and self-discipline.
- develop a range of skills in identifying and using information resources.
- provide challenges and stimulus to gifted and talented children.
- take into account technology such as email and the Internet so that students without access are not disadvantaged.

B. TYPES OF HOMEWORK

1. Practice Exercises help students to remember and practice newly acquired skills – such as memorising mathematical tables, practising spelling words, writing and reading for pleasure.
2. Preparatory Homework requires students to source and read background information to prepare them for future lessons on a specific subject – such as reading an article on the Gold Rush in preparation for a lesson in Australian history.
3. Extension Assignments encourage students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, researching local news or retrieving items from the Internet.
4. Interest Homework involves students in household chores, shopping, playing a musical instrument, learning a new skill, playing a board game etc.

Specific examples of homework

Homework can include a range of tasks set by the classroom or Release from Face to Face (RFF) teacher. Tasks could include:
- Reading – oral, silent, comprehension
- Spelling – learning, revising, activities
- Revising timetables
- Mathletics
- Typing Master (Word processing skills)
- Conducting research
- Preparing a speech
- Homework grids – covering a range of academic and social tasks
- Revision for class tests

C. RECOMMENDED TIME ALLOCATIONS

Teachers give students sufficient time to complete their homework, taking into account, as far as possible, individual work habits, completing home obligations and extracurricular activities. Parents should provide a note of explanation if homework is not competed.

The times below are intended to be a guide only. The completion of homework tasks will vary between individual students. The following times are for homework/home reading per night:
- Kindergarten (Early Stage One) 10 – 15 minutes
- Year 1 and 2 (Stage One) 15 – 20 minutes
- Year 3 and 4 (Stage Two) 20 – 25 minutes
- Year 5 and Year 6 (Stage Three) 30 – 35 minutes
D. HOMEWORK GUIDELINES

Homework completion timeframes will be decided by individual teachers/grades. Examples include Monday to Friday, Monday to Monday or on a fortnightly basis or part thereof.

Kindergarten – Year 2

In Kindergarten children will be provided with simple activities to complete at home. These include learning sight words, nightly home reading and preparing topic talks. Reading to children at home and involving them in family activities will greatly assist the development of their skills in literacy, numeracy and problem solving.

Home reading will commence in Term 2. Class teachers will send home readers for the children to “read” with parents.

In Years 1 and 2 formal homework is usually set. For example, students may be asked to complete simple computations, to learn spelling words, complete an activity sheet or homework grid. Children are expected to read each night. They are able to borrow books from the library for home reading.

Other activities including spelling should be completed in the recommended time allocation within the policy.

Years 3 – 6

Homework in Years 3-6 will be varied and students will be expected to work more independently. However, teachers will still provide guidance and assistance to students having difficulties completing their homework.

Much of the homework will be in English, Mathematics and Human Society and Its Environment. However, it can be set across all areas of the curriculum.

As part of the homework program children are expected to read each day as well as complete other homework activities.

Homework Grids

Teachers often set tasks for students on a homework grid so they can complete activities at home over a period of time. Homework grids help to emphasise diversity, family life and active pursuits. Class/grade priorities can also be included on the homework grid.

Homework grid tasks can include assignments, reading tasks, study and class preparation work. Homework grids also outline the importance of children spending time with family members and sharing together in the learning process.

E. EXPECTATIONS

The classroom teacher accepts responsibilities for:
- setting the homework and communicating with students and parents.
- ensuring that the homework is appropriate for the level of the class.
- advising and assisting individual students with aspects of the homework they do not understand.
- organising the marking of feedback to homework.
- informing parents when homework is not completed on a regular basis.

The parent/carer accepts responsibilities for:
- taking an active interest in their child’s homework.
- supporting their child in setting aside time each day for homework.
- providing a dedicated place for homework and study if possible.
- assisting teachers to monitor homework completion and sending a written explanation if work cannot be done.
- communicating with teachers any concerns about the nature of homework or their child’s approach to homework.
- listening to or reading regularly with their child.

The student accepts responsibilities for:
- taking the work home to complete.
- completing the homework as neatly and as accurately as possible.
- returning their homework to school on time.
- discussing aspects of the homework they don’t understand with the classroom teacher and parents/carers.