



Homework Policy

1. Rationale or Purpose

South Street Primary School acknowledges that homework is a valuable part of schooling and allows for practising and consolidating work done in class. It establishes habits of study, concentration and self-discipline which will serve students for the rest of their life. It is therefore the School's policy that all students should engage in homework practice and the following guidelines are laid out so that parents, teachers and students can adopt a format which is most applicable to their current need.

2. Policy Statement

South Street acknowledges that homework should be tailored and adapted to suit the personal and developmental needs of students. Teachers at South Street are encouraged to exercise their discretion in assigning tasks that are appropriate and meaningful for their students. This may comprise of reading, sight words or times tables.

3. Implementation

3.1 Principles

Homework is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.

Parents will be advised of homework expectations at the beginning of the school year and will be provided with a copy of the school's homework policy.

3.2 Purposes of homework

Homework helps students by:

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children

3.3 Guidelines to Homework

- Current research (John Hattie – see references) shows that in Primary School 5-10 minutes of practising what was learnt during the day/week has the same effect 1-2 hours of homework.
- It is also important that teachers are aware of equity issues when setting homework that relies upon the use of technology. Students who do not have access to technology should not be disadvantaged.
- Students of all ages should have opportunities for free time, leisure and physical activities outside of school.
- The objective of homework should be to practice and consolidate the concepts that have been introduced during class.

At South Street Primary School all homework set by teachers will be:

- purposeful
- curriculum aligned
- appropriate to students' skill level and age
- designed to keep students developed as independent learners
- monitored by the teacher
- where appropriate, provide opportunities for parent/carers to partner in their child's learning.

Homework may consist of:

Foundation-4 homework:

- daily reading to, with, and by parents/caregivers or older siblings.
- focus on learning spelling words
- practising times tables (in grades 3/4)
- practising of basic maths facts (which can include practise on web platforms e.g. Study Ladder/ Essential Numeracy)
- Follow up from Reading Intervention Groups

Years 5 & 6 homework:

- daily independent reading
- reading aloud to a parent/caregiver or younger siblings
- focus on learning spelling words
- practising times tables
- practising of basic maths facts (including on web platforms such as Study ladder/Essential Numeracy)
- may include activities based on the current class focus. e.g. Endangered Animals

Worksheets will NOT be given to students as part of their regular homework. (Extracts from texts may be sent home in paper format.) It is to be emphasised that DAILY reading, spelling, times tables practise as well as any unfinished work is the basis of homework given at South Street.

Time Allocations

- 5-10 minutes daily
- Homework is not set on weekends or during vacations.

3.4 Responsibilities and Expectations

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understand their obligations and responsibilities.

Leaders

Leaders are to:

- advise teachers, students, and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Teachers

Teachers can help their students by:

- setting clear homework expectations to help students establish a home study routine.
- setting meaningful tasks related to class work that are appropriate to the students' learning needs and age and balanced with the student's recreational, family and cultural activities.
- giving students enough time to complete homework, taking into account home obligations and extracurricular activities
- assess homework and provide timely and practical feedback.

- helping students develop the organisational and time-management skills needed for them to be responsible for their own learning
- ensuring that parents and caregivers are aware of the school's homework policy
- developing strategies to support parents to become active partners in homework. (Tips and ideas through class newsletters/ Snippets/ information sessions)

Students

Students can help themselves by

- by being aware of the importance of homework
- by being aware of the School's Homework Policy
- completing homework within the given time frame
- alerting parents or caregivers of homework expectations
- seeking assistance from teachers and parents or caregivers when difficulties arise, including the amount of time spent on homework
- showing and discussing homework with parents or caregivers

Parents and caregivers

Parents and caregivers can help their children by:

- encouraging them to take increasing responsibility for their learning and organisation
- ensuring there is a quiet study area for their child/ren to complete homework
- observing and acknowledging their success and asking how their home and class work is progressing
- encouraging them to set aside a regular daily session to read, practise their spelling and times tables.
- contacting the relevant teacher to discuss any problems their children are having with homework
- helping them to complete homework by discussing key questions or directing them to resources. It is better to encourage children to complete homework themselves
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, and engaging in other leisure or recreational activities

3.5 Support for Student and Parents/Carers

South Street Primary School understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

3.6 Communication

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes
- Available publicly on our school's website <http://www.moe-southst-ps.vic.edu.au/>
- Available through the Parent Portal on Sentral
- Included in staff handbook
- Reminders in school and classroom newsletters
- Discussed at parent information sessions
- Hard copy available from office upon request.

4. Evaluation and review

This policy will be reviewed according to the School Council Calendar Policy Review (every 3-4 years)

5. Definitions

Nil

6. References

This policy should be reviewed in conjunction with the Department's Homework Guidelines at:

<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/guidelines.aspx>

<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/expectations.aspx>

Myth: Homework is a necessary evil

Reality: Meta-analysis has shown that the amount of homework a student does in primary school has no effect on student achievement or progress. The research is not saying that there should be no homework, but if schools are going to set homework (which many parents expect) then the focus should be on the type of homework given. Homework does have more effect on results for secondary school children, but generally students are given way too much. A short time spent practising what was taught that day can have the same effect as one or two hours of study. Professor Hattie says what happens in the classroom is what matters most. Five to 10 minutes practising what was taught at school that day has the same effect as one to two hours studying something different. The worst thing you can do with homework is give young kids projects to do.

<https://npjscilearncommunity.nature.com/users/19748-professor-john-hattie/posts/20734-dispelling-educational-myths>

Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, John Hattie, 2008

7. School Council Ratification

This policy will be reviewed according to the School Council Calendar Policy Review every three years.

This policy was ratified by School Council on the 14th of September 2021