

Laburnum PS

HOMEWORK

POLICY

Rationale:

This policy is based on current key educational research by:

John Hattie-

**task oriented homework, such as rehearsal of basic skills, had higher effects than homework requiring deep learning or problem solving. Effects were also higher when homework was not complex*

**Parent support for homework has a positive effect on achievement, whereas direct instruction by parents can have the opposite*

**a large amount of homework tends to lower student achievement*

Robert Marzano-

**homework provides students with an opportunity to practise and review what they have learned*

**the purpose of homework should be identified and articulated*

**if homework is assigned, it should be commented on*

**parental involvement should be kept to a minimum”*

- Homework benefits students by complementing the teaching and learning within the classroom.
- Homework fosters good study habits, providing students with opportunities to take responsibility for their own learning.
- Homework increases parent awareness and develops home-school links.

Aims:

- To support and reinforce classroom learning.
- To develop positive study habits.
- To develop a responsibility for self-learning.
- To increase parent awareness of their child's learning as related to the AusVELS curriculum [insert link]

Implementation:

- The school's homework policy will be distributed to parents at the commencement of each school year.
- Activities are to be purposeful, meaningful and relevant to the current classroom curriculum
- Classroom teachers will set homework that is matched to student ability
- Open-ended tasks will be supported by the classroom program
- The purpose of the homework activity is to be clearly stated. We Are Learning To (WALT) ...
- All homework activities will be assessed with feedback and support provided by teachers
- The school's website will include links to recommended education websites and apps which families may choose to access
- Students in Grade 5 and 6 will be supported to use homework diaries to develop organisational skills
- If parents do not wish their child to be set homework, a letter informing the classroom teacher of their decision is to be forwarded to the school and kept on file
- Return times for homework will be consistent for P-2, 3/4 and 5/6.

Early Years (Prep – Year 4)

Homework will consist mainly of:

- daily reading as appropriate to the child's ability including:
 - reading independently,
 - reading to others,
 - reading with others or
 - reading by others
- practice and application of skills which have been learnt at school
- gathering of simple additional information or everyday materials associated with classroom activities

In P-2 set homework will not exceed 60 minutes per week. Parents are encouraged to guide student's time management. Homework exceeding 15 minutes a day becomes unproductive.

In 3/4 set homework will not exceed 120 minutes per week. Parents are encouraged to guide student's time management. Homework exceeding 30 minutes a day becomes unproductive.

Middle Years (Years 5 – 6)

Homework will consist mainly of:

- daily reading as appropriate to the child's ability including:
 - reading independently,
 - reading to others,
 - reading with others or
 - reading by others
- tasks such as continuation of classroom work and research.
- practice and application of skills which have been learnt at school

In 5/6 set homework will not exceed 120 minutes per week. Parents are encouraged to guide student's time management. Homework exceeding 30 minutes a day becomes unproductive.

Evaluation:

- This policy will be reviewed in 2017

This policy was last ratified by School Council in....

2014