



Camboon Primary School Homework Policy

Preamble

This policy has been developed in consultation with the School Board and school staff. It is based on key research findings on homework literature from around the world conducted by the Education Queensland 2004. *(Research documentation can be found on the school website)*

Guidelines

The School Board agree on the following guidelines

- Learning is constant and should happen both in and out of a classroom. It should reflect the Western Australian Curriculum and Assessment Outline and school plans.
- Where possible, homework should be interactive and foster discussion between the child and parent about concepts and ideas. It should also include the development of research skills.
- The amount of homework set is in accordance with the research relating to a child's age with realistic and flexible time limits and encouraging time management skills. It should be graduated from the foundation years to Year 6.
- Parents should be supported by the school and teacher in understanding learning styles, content and method.
- Reading should be conducted every day at every year level and encouraged during recreational times
- All students to use a diary/note book/log for tracking by the parent/teacher- optional for Early Years.
- School programs accessible online are to be used when needed and should be encouraged for maximum benefit.

Time Spent On Homework

- Foundation Years and Year One: no more than 10 minutes per day
- Year Two and Three: no more than 15 minutes per day
- Year Four and Five: no more than 20 minutes per day
- Year Six and Seven: no more than 30 minutes per day

Responsibilities

Responsibility of the Administration Team

- Establish guidelines for teaching staff that ensures consistency of homework across the school based on research findings.
- Ensure that homework is set in relation to the agreed homework policy and reflects the Western Australian Curriculum and Assessment Outline and school plans.
- The School Homework Policy is regularly communicated to students and parents.
- Ensure that the policy is developed in consultation with the school staff and parents through the School Board along with its endorsement.
- Support staff with students who do not regularly do homework.

Responsibility of the Classroom Teacher

- Take responsibility to set homework within the guidelines of the school's homework policy and at a level appropriate for the individual student.
- Support parents in understanding the learning/ content being used by their children e.g. during interviews, Parent Information Nights, handouts etc.
- Ensures homework is consistent with the Western Australian Curriculum and Assessment Outline and school plans.
- Follow up with those students who regularly do not complete homework.
- Keep a record of homework set.
- Check that set homework is completed and marked.
- Respond to parent concerns promptly.

Responsibility of the Student

- Ensures he/she records set homework (relevant to age group).
- Completes all set homework by the due date and develops time management skills.
- Seeks help from their parent or teacher if they are having difficulty.

Responsibility of the Parent

- Regularly check and sign (if necessary) homework.
- Assist their child by providing an appropriate home study area free from distraction (including noise).
- Liaise with the classroom teacher where there are concerns about homework.
- Support the school Homework Policy.



Suggestions

Suggestions for Kindergarten to Year 1

- In the early stages of your child's reading development your child may need to have *you* read their home reading books to them.
- Your child should read orally until they have gained independent reading status.
- Parent discusses the story and asks questions about what has been read.
- Parents sign reading card.
- Child practises sounds and/or spelling (or sight words) at home..
- Occasional assignment e.g. Family based research (what is dad's favourite colour? How many cousins do I have?)

Children with special needs may have some specific homework programs developed in consultation with parents.

Suggestions for Years 2 to 4

Reading may be set by the teacher.

Your child may select a book to take home to read from available reading material, or may be asked to select from personal / library books.

- Child reads silently at first
- Child reads parts or all text aloud.
- Parent discusses the story and asks questions about what has been read.
- Basic number facts. Tables practise as much as possible.
- Teachers may set specific mathematics activities when the need arises.
- Neat writing and printed presentation is expected with all written homework.
- Spelling - children are required to revise spelling.

Children with special needs may have some specific homework programs developed in consultation with parents.

Suggestions for Years 5 to 6 (7)

- 5 - 10 minutes basic + - x / facts practice.
- 20 minutes silent reading from reading texts or personal / library.
- Reading aloud to parents could sometimes be undertaken.
- Children may go over spelling words for 10 minutes.
- Teachers may set specific mathematics activities when the need arises.

Children with special needs may have some specific homework programs developed in consultation with parents.

All Years

Teachers may require children to:

- Complete unfinished class work at home.
- Undertake special research reading or projects. In this case the teacher will ensure that resources are provided and the project expectations and due date are clearly articulated in print. All set work will be marked.
- Locate current events items.
- Practice sets of examples where the need clearly exists.

Advice

Advice to Parents

- Academic success has been associated with 'safe, calm and quiet home environments in which adults have the time and energy to interact with children' (Martini, 1995).
- When the home 'culture' supports academic achievement, students spend more time doing homework (Bowen and Bowen, 1998).
- When parents have an understanding of their child's learning style, students have a significantly more positive attitude to homework (Perkins and Milgram, 1996).
- Establish a homework routine and be aware of homework procedures e.g. reading folders, homework diaries, spelling journals etc.
- Ensure that your child has the tools necessary to complete the homework e.g. pens, pencils, calculator, ruler, eraser, glue, scissors, paper etc.
- Have an atlas and dictionary at home or accessible online.
- Be willing to make the occasional trip to the school and/or public library with your child.
- Keep in touch with your child's teacher, especially if difficulties are experienced.
- If you object to homework, please inform your child's teacher in writing that you do not wish for your child to be provided with homework.

An effective homework plan should assist your child to develop independent home study habits in order to achieve the highest possible outcomes.

References

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Perkins, P.G. and Milgram, R.M. (1996). Parent involvement in homework: a double-edged sword, *International Journal of Adolescence and Youth*, 6, 195-203.

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