Glenmorgan State School

Homework Policy
2012

‘Learning Today for Tomorrow’
# HOMEWORK POLICY

**Statement of Intent**

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.

Homework that enhances student learning:
- is purposeful and relevant to students needs
- is appropriate to the phase of learning (early or middle)
- is appropriate to the capability of the students
- develops the student’s independence as a learner
- is varied, challenging and clearly related to class work
- allows for student commitment to recreational, family and cultural activities.

**Using varied and challenging homework appropriate to students’ learning needs**

Homework can engage students in independent learning to complement work undertaken in class through:
- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts
- pursuing knowledge individually and imaginatively (investigation, researching, writing, designing, making)
- Preparing for forthcoming classroom learning (collecting relevant materials, items, information).

**Responsibilities**

**Principal/Teacher:**

- distribute the school homework policy to staff, students and parents and caregivers, particularly at the time of student enrolment
- ensure the homework policy is effectively implemented through the school
- review the policy annually and include in the annual school report
- set homework on a regular basis
- clearly communicate the purpose, benefits and expectations of all homework
- check homework regularly and provide timely and useful feedback
• use homework that is varied, challenging and directly related to class work and appropriate to students’ learning needs
• explicitly teach strategies to develop organisational and time-management skills and provide opportunities to practise these through homework
• give consideration to other academic and personal development activities that students could be engaged in
• discuss with parents and caregivers any developing problems concerning their child’s homework and
• suggest strategies to assist with their homework.

Students:

• be aware of the school’s homework policy
• discuss with their parents or caregivers homework expectations
• accept responsibility for the completion of homework tasks within set time frames
• follow up on comments made by teachers
• seek assistance when difficulties arise
• organise their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

The role of parents and caregivers with homework

Parents and caregivers can help their child by:

- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning
- encouraging them to read and to take an interest in and discuss current local, national and international events
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to the homework

Considering students’ other commitments when setting homework

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of school. These include a range of physical activities and sports, recreational and cultural pursuits.
Homework appropriate to particular phases of learning

<table>
<thead>
<tr>
<th>Phase of Learning</th>
<th>Types of appropriate homework tasks</th>
<th>Appropriate time guideline for each year level</th>
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</table>
| EARLY PHASE OF LEARNING | • Daily reading **to, with** and **by** parents/caregivers  
• Linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings  
• Conversations about what is happening at school  
• Preparation for oral presentations  
• Opportunities to write for meaningful purposes  
• Number Facts and Number Work  
• Word and Spelling Activities | Prep & Year 1: generally but not more than 1 hour per week  
Years 2 & 3: generally but not more than 1 - 2 hours per week |
| Prep – Year 3 | | |
| MIDDLE PHASE OF LEARNING | Homework is to be coordinated across different subject areas and to include a variety/combination of:  
• Daily independent reading  
• Linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings  
• Include revision/extension of class work, projects and research  
• Number Facts and Number Work  
• Word and Spelling Activities | Years 4 & 5: generally but not more than 2 – 3 hours per week  
Years 6 & 7: generally but not more than 3 – 4 hours per week |
| Years 4 – 7 | | |

Consequences for students’ who do not complete homework tasks set

The following actions will be implemented by the students’ teacher if a student does not complete the required homework in the timeframe set and to the standard expected:

• Advise students of detention and reasons  
• Explain deficiencies and instruct on achieving required standard  
• Issue detention for first break play period to complete the work  
• If detention work is not completed satisfactorily additional detention attendance will be required

Parents please note: If there is a genuine reason why your child’s homework is not complete please contact your student’s teacher on or before the homework due date.

_____________________   _____________________
Principal     P&C President

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