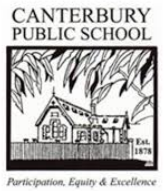


# Canterbury Public School

## Homework policy



### Introduction

Homework is defined as any task assigned by school teachers intended for students to carry out during non-school hours designed to meet specific learning goals.

Students participate in a range of activities and have diverse experiences outside of school hours that may enhance their learning. Experiences and activities at home that help to create a rich learning environment for children are to be encouraged. They should not, however, be considered as homework unless they are assigned by the child's teacher.

### Policy requirements

A school's Homework Policy should be:

- relevant to the needs of students
- developed in consultation with key school community stakeholders including teachers, parents, carers and students
- communicated to staff, students, parents and carers, particularly at the time of student enrolment.

While the school's Homework Policy itself is compulsory, the setting of homework and any indicative time allocations across year levels are not. The school's approach to homework is in line with a number of factors:

- community expectations about homework are variable
- research regarding the value of homework is inconclusive
- schools are best placed to make decisions about homework in consultation with their communities.

### Research

Research was undertaken by the NSW Department of Education and Communities in 2012. This research summarised the benefits and the drawbacks of homework, considered strategies to maximise the benefits, and examined in detail whether time spent on homework results in improved student achievement. The roles of parent involvement and socioeconomic status were also considered.

There is little consensus in the literature as to whether homework raises student achievement. Most researchers, however, conclude that for primary students, there is no evidence that homework (other than reading every day) lifts academic performance. Any revision or development of the school's Homework Policy should be read in conjunction with the latest research on homework.

### Age-specific considerations

While there is little conclusive evidence of the learning benefits of homework in primary schools, quality homework in these stages may help students to develop effective study habits and consolidate their understandings and skills across the curriculum.

## Weekly Homework for Kindergarten to Year 2

In general, students are not expected to complete formal homework in Kindergarten. Students may be given books to read at home, as appropriate. In Years 1 and 2 some formal homework may be set. For example, students might be asked to read and write, learn words for spelling and complete some mathematical activities.

Kindergarten homework: *Kids who read, succeed!* (Home reading program x 20 mins a night), Counting Cards, sight words.

Stage 1 homework: *Kids who read, succeed!* (Home reading program x 20 mins a night), Counting Cards, spelling activities x 3.

K-2 students in the support unit homework: *Kids who read, succeed!* (Home reading program x 20 mins a night - including adults reading aloud for pleasure), personalised sounds and/or sight words, Counting Cards.

## Weekly Homework for Years 3 to 6

Homework in Years 3-6 may be varied and students may be expected to work more independently. Students could be encouraged to read a range of text and practise mathematical concepts learnt at school. Other homework may also be set across areas of the curriculum.

3-6 students in the support unit homework: *Kids who read, succeed!* (Home reading program x 20 mins a night - adult reads aloud for pleasure), personalised sounds and/or sight words, Counting Cards.

Stage 2 homework: *Kids who read, succeed!* (Home reading program x 20 mins a night), Counting Cards, spelling activities x 3, rich maths tasks.

Stage 3 homework: *Kids who read, succeed!* (Home reading program x 20 mins a night), Counting Cards, spelling activities, rich maths tasks and writing tasks related to class learning focus three times a term.

## The role of the student

- Seek assistance from family members or teachers if unsure about a homework task. This can be done outside of class time if privacy is preferred
- Recognise that effort is the most important goal of learning
- Complete homework and return it to the teacher by the due date.

## The role of the teacher

- Implement the school's Homework Policy
- Communicate the purpose, benefits and expectations of homework to students and parents and carers
- Acknowledge student effort in completing homework and provide timely and relevant feedback on achievement
- Ensure resources and materials are easily accessible for students
- Support students having difficulties with homework
- Discuss with students and parents and carers any developing issues regarding a student's homework
- Discuss homework practices with colleagues.

### The role of the principal

- Develop a Homework Policy, in consultation with the school community
- Communicate the Homework Policy to staff, students, parents and caregivers
- Monitor and support teachers in the implementation of the Homework Policy
- Ensure that homework is consistent with the school's learning goals
- Support the need for balance between homework and other commitments in students' lives
- Provide mechanisms for teachers and parents or carers to communicate about homework
- Recognise that some parents or carers may not agree with the school policy on homework. This may necessitate the development of alternative strategies.

### The role of the parent or carer

- Provide a quiet space and comfortable environment for homework
- Encourage *effort*
- Remember that it is the child's homework and they must have ownership for it to have any value
- Contact the teacher if the child is experiencing difficulties
- Select the best time of day for the family (e.g. morning, afternoon, evening, weekend)
- Facilitate exercise, fresh air and play, allowing the child to unwind after an exhausting day of learning at school.

Canterbury Public School homework policy acknowledges the importance of family life and active pursuits of children and encourages students to plan their time to complete the set tasks within the constraints of their after-school commitments. Whilst there are no adverse consequences for students who do not submit homework, students will on occasions, receive acknowledgement e.g. Dojo points or *Kids who read, succeed!* tokens for completing tasks.