

Homework Policy

Homework is academic work designed to extend the learning, practice and application of skills and ideas taught in the classroom. Homework supports the development of the student as an independent learner providing an opportunity to learn skills such as time management, perseverance, goal setting and critical thinking.

Homework must:

- Be consistent with the *Curriculum Framework* and used to facilitate the achievement of learning outcomes
- Form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and where appropriate developed in collaboration with students.

Parent/Teacher Meetings

At class meetings, teachers will outline the class homework policy. Teachers will outline the types of homework given, frequency, marking arrangements and the responsibilities of students, parents and teachers.

Homework Responsibilities of Students

Students are responsible for:

- a) completing work at a standard commensurate with their ability
- b) completing work independently
- c) submitting work on time
- d) communicating with teachers and parents when assistance is required.

Homework Responsibilities of Parents

Parents are responsible for:

- a) supporting students with their work
- b) communicating high, realistic expectations on the standard of work
- c) communicating with the teacher any concerns arising
- d) ensuring that the student knows ahead of time when homework should be completed each night.

Homework Responsibilities of Teachers

Teachers are responsible for:

- a) providing homework that is appropriate to the student's needs
- b) providing guidelines on the approximate time students should spend on homework (NB the time required to complete a task may differ according to student ability/interest)
- c) communicating with parents when problems arise
- d) assigning homework that is related to current classroom instruction with a particular focus on Literacy and Numeracy
- e) providing a variety of approaches to doing assigned homework
- f) providing feedback to students on their completed homework.
- g) Suggested homework format of providing work Monday to Friday and marking with the children on the Friday.

- h) Specialist teachers: if homework is given to a child by a specialist teacher please inform the classroom teacher.

Further Guidelines

The following is a guide to the types of homework likely to be provided at Swanbourne Primary. It is suggested that children keep a simple diary to encourage self direction and self discipline of learning.

YEAR 1-3

- Home reading of teacher provided books
- Home reading of individual choice books
- Learning of spelling words
- Mental math activities reinforcing number combinations and processes
- Collecting simple data (eg record what you ate for dinner) to support class work

YEAR 4-7

- As for year 1-3
- Finishing off class work not completed during the school day
- Research to support class work or study projects
- Planning or refining draft work commenced in class
- Weekly assignments or activities reinforcing concepts currently being taught in class, or providing remediation or extension of skills and concepts learnt in class.
- Music practice for those students involved in the SIM program is in addition to class homework.

SOME ADVICE TO PARENTS

- Children need the opportunity to play and relax after school, and spend time with the family.
- A suitable environment should be provided for homework to be completed.
- Typically, children will become more independent and responsive for their homework as they reach middle / upper primary
- The time spent on homework depends on the child and homework for that week. As a general guide junior primary students may spend between 5 and 15 minutes each night, middle primary 20 minutes and upper primary students approximately 30 minutes a night.
- If the child is already completing extra tuition out of school time communicate with the class teacher so that overloading of homework and stress on the individual does not occur.

Footnote: New brain research suggests that distractions that divide students' attention - such as surfing the web or sending instant messages - can affect the way they learn, making the knowledge they gain harder to use later on. The study could have important implications for today's students, many of whom are accustomed to multitasking while completing homework or listening in class.

