



St Brigid's Catholic School

New Norfolk

HOMEWORK POLICY & PROCEDURES

RATIONALE AND AIMS

Homework has traditionally been considered an integral part of the school experience. It has been considered a complement to class work, and an opportunity to develop positive study habits. However, contemporary research, such as that conducted by Hattie (2008 and 2009) indicates that, while homework given in high school is useful, homework as it has traditionally been done in primary years has zero effect on a child's learning. This does not mean that homework has no value at all – it can still be a meaningful link between home and school. It does mean that we need to re-think what we ask of students regarding work done at home. When trying to strike a balance between the needs of students, expectations of parents and other interests and commitments students have outside of school, our aims for homework are:

- To be conscious that homework does not encroach on extra-curricular experiences that students enjoy and from which they gain considerable benefit.
- To encourage parent awareness of what their child is doing in the classroom.
- To allow parents to be involved in supporting the teacher in their role in the shared task of nurturing and educating the child.
- To practise and reinforce fundamental skills, especially literacy skills.
- In the upper primary grades, to assist the students to foster independent learning and to develop worthwhile study habits that fit around extra-curricular and family commitments.

PROCEDURES – Prep to Grade Two

- Practising reading at home with an adult is considered essential to a child's literacy progress. This may entail a child reading to an adult or an adult reading to a child.
- Students are asked to do 10-15 minutes home reading, with an adult, at least four nights per week.
- Students may be asked to record their home reading, depending on the routine used in their particular class.

- No other compulsory homework will be set for the whole class in Prep to Grade Two.
- Extra literacy and/or numeracy activities may be set by the teacher for individual students, depending on their developmental needs.
- Occasionally, completion of work, research activities and collection of items relevant to particular areas of study may be given on an informal basis, at the teacher's discretion.

PROCEDURES – Grade Three and Grade Four

- Practising reading at home is considered essential to a child's ongoing literacy progress.
- Students are asked to do 15-20 minutes home reading, at least five nights per week.
- It is recommended that parents continue to listen to their child's reading often; preferably at least three times per week.
- Students are required to record their home reading, according to the routine used in their particular class.
- The rote learning practise of multiplication facts will be introduced to the homework routine at some stage in Grade Three, after multiplication has been taught in their maths lessons in class, and not before Term Three.
- Teachers will assign individual students with a set of facts to master, before they move on to the next set.
- Multiplication facts homework will be continued in Grade Four, and beyond if necessary.
- The expectation for practising times tables for Grades Three and Four will be for 20 minutes per week. It is up to individual students and families to decide how they do this – whether, for example, they do four lots of 5 minutes, or one lot of 20 minutes.
- Teachers will provide resources (iPad apps, games etc.) that allow students to practise multiplication facts, but these are optional – individual students may choose how they practise their facts.
- No other compulsory homework will be set for the whole class in Grade Three and Grade Four.
- Extra literacy and/or numeracy activities may be set by the teacher for individual students, depending on their developmental needs.

- Occasionally, completion of work, research activities and collection of items relevant to particular areas of study may be given on an informal basis, at the teacher's discretion.

PROCEDURES – Grade Five and Grade Six

- Practising reading at home is considered essential to a child's ongoing literacy progress.
- While it is not essential that parents listen to their child read when they are independent readers, parents are strongly encouraged to take an interest in their child's reading and to still listen to them read, and to talk to them about their books.
- Students are asked to do 20-30 minutes home reading, at least five nights per week.
- Students are required to record their home reading, according to the routine used in their particular class.
- The rote learning practise of multiplication facts will continue until a child has mastered the memorisation of all the facts up to 12x12. The expectations and routines for this are the same as for Grade Three and Grade Four.
- Teachers will set other homework tasks, usually on a week-long basis, to complement classroom learning.
- Extra literacy and/or numeracy activities may be set by the teacher for individual students, depending on their developmental needs.
- Not including their home reading, students should not spend more than 2.5 hours per week on homework tasks.
- Occasionally, completion of work, research activities and collection of items relevant to particular areas of study may be given on an informal basis, at the teacher's discretion.

RESPONSIBILITIES - Teachers

- Homework that is set has full, clear written and verbal instructions for the students and is relevant and complementary to class work.
- Homework tasks are differentiated to suit the students' place on the learning continuum.
- Teachers give students relevant feedback on their homework.

- Teachers initiate timely discussion with a student and/or their parents if homework is regularly not completed.
- Teachers are responsive to parents' concerns about circumstances, which may impact on the completion of their child's homework.

RESPONSIBILITIES - Parents

Parents are asked to support their child's learning by:

- Making homework time a supported, positive time.
- Providing a suitable quiet, well-lit area for completing homework.
- Establishing a homework routine.
- Encouraging children to work reasonably quickly and efficiently – adhering to recommended time frames and liaising with teachers if time limits are difficult to meet or the student does not understand a task.
- Keeping explanations simple and practical when actively helping with a particular task.
- Demonstrating, encouraging and expressing approval and satisfaction.
- Notifying class teachers if family constraints make it difficult for a homework task to be completed and discuss alternatives and options.

This policy will be reviewed as part of St Brigid's Catholic School's policy review cycle.

Implemented: 2005

Amended: May 2007, June 2009

Reviewed May 2012, October 2013

Reviewed and amended: August 2016