



Guideline/Procedure	
Guideline/Procedure No:	
Approval Date:	
Previous Review Dates:	
Next Review Date:	
Author:	

Homework Policy

Values:

Learning, Community, Responsibility, Autonomy, Independence, Equity, Partnerships

Preamble

St Joseph's School believes that purposeful homework can provide students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and an opportunity to involve family members in their learning. Providing meaningful homework possesses a symbolic value that demonstrates a commitment to higher standards and work ethic.

St Joseph's School sites research which shows that daily reading for all students has academic benefits for primary aged students. Apart from this, research shows that time spent on other homework activities has little or no effect on academic performance. "The average correlation between time spent on homework and achievement was substantial for secondary school students, but for elementary school students had hovered around no relationship at all" Professor Harris Cooper

National Council of Teachers of Mathematics, Homework: What the research says (2008), 2. Available at <http://www.nctm.org/uploadedFiles/Research_News_and_Advocacy/Research/Clips_and_Briefs/Brief%20-%20Homework%20What%20Research%20Says.pdf> viewed 16 June 2014.

St Joseph's school believes that the use of digital devices enhances engagement and quality of learning. In classrooms which have 1:1 iPads, homework can be set to be completed on these devices.

"They concluded that students performed better using computer based homework. "Students learned significantly more with web based homework than with paper and pencil homework"

Michael Mendicino, Leena Razzaq and Neil Heffernan, 'A comparison of traditional homework to computer-supported homework' (2009) 3(41) Journal of Research on Technology in Education 331, 342.

St Joseph's acknowledges research which has found that homework can have negative effects on student well being, cause inequities between students and cause tension in the family. Learning disability, socio-economic and language/cultural factors also impact on homework.

St Joseph's School agrees that involvement in extracurricular activities is beneficial for students. It not only provides a stress release, but engages them in other ways and can develop teamwork and communication skills. This also aids in developing non-academic or broader life skills such as self-discipline, time management and problem solving.

Policy

Quality homework will be set by classroom teachers which is meaningful, relevant and appropriate to the age and skill level of the student. High quality homework will relate to what was taught in the classroom, and may have an element of challenge. Homework will contain daily reading, spelling as well as elective activities. Teachers will assess and provide feedback to students on homework. Homework will take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.



Procedure/Implementation

1. Homework will be appropriate to the age and ability level of the child and be in keeping with the stated time guidelines as outlined. The total amount of homework should not, in most cases exceed the recommendations.

2. Teachers are required to communicate homework expectations clearly to parents at the commencement of each year and as required throughout the year. Expectations will be communicated through class websites, student diaries, class letters or homework grids.

3. Homework consists of both core and elective activities preferably set up in a grid format.

Core Activities: includes daily reading, sight words/spelling. May include number facts and number concept practice, or revision.

Elective activities: promote health and well-being, prayer and include students interests, music, hobbies, home responsibilities, sports, games and family games and activities. May include activities reflective of activities going on in the community e.g. Day for Daniel, Mission Week, Religious Feast Days. This allows students and families to select activities according to their needs.

4. A place for parents to leave comments as well as a place to inform the teacher of the length of time spent on homework is required. The student diary provides this as does the homework grid.

5. Year Level Time Allocation Guidelines inclusive of core and elective activities are:

Prep - Year 4: will mainly consist of daily reading to, with and by parents/carers or older siblings. May extend class work by practicing skills or gathering extra information or materials. Will generally not exceed 30minutes per day.

Year 5 & 6: will include daily independent reading. May extend class work and projects. Will generally range from 30-45minutes per day.

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/guidelines.aspx>

6. Differentiation: The inclusion of both core and elective activities provides differentiation as does the number of items a students may need to complete. Homework differentiation for verified students, students with learning difficulties, ESL and students requiring extension is to be documented and may be individual.

7. Homework will support the learning program at school, and will never contain work that is new to the child.

8. Homework is not to contain assessment items, however can include collecting resources for assessment done in class time.

9. Homework may contain the viewing of material required for lessons at school. This may be in written or digital form.

10. Homework is to be consistent across classes in the year level.



11. All homework should be reviewed, initialled by the teacher and feedback provided when necessary. Homework habits are reported on to parents formally.

12. Weekly homework may be set to include the weekend period. It is not to be set during holiday periods.

Enquiries

Classroom teacher, Curriculum Support Teacher

Reflection

See also (Related Policies and Guidelines)

Homework Policy is to be reviewed in 2019

Appendices: Parent Role With Homework

PARENTAL ROLE WITH HOMEWORK

There are a number of ways that parents can usefully be involved in children's homework. These include:

- *Establish physical and psychological structures for the child homework performance;*
- *Interact with the school or teacher about homework;*
- *Provide general oversight of the homework process;*
- *Respond to the students' homework performance;*
- *Engage in homework processes and tasks with the child;*
- *Engage in strategies designed to create a fit between tasks demands and the child's skill levels;*
- *Engage in interactive processes supporting the child's understanding of homework; and*
- *Engage in strategies designed to help the child learn processes conducive to achievement.*

It has been suggested that if parents become involved in their child's homework in appropriate ways such as being 'a sounding board to help students summarize what they learned from the homework' without having to act as teachers or to police students' homework completion, then it is likely to enhance learning. Such a role is likely to have a positive effect on the child-parent relationship as it will be seen by the student as collegiate.