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HOMWORK POLICY

Value of homework


The current evidence and research shows that the quality of homework assigned is likely to be more important than the quantity. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005). Although homework's effectiveness has been challenged by educators, parents, and students (Kohn, 2006), it continues to be an important educational supplement used by most teachers to enhance the learning experience of their students (Patall, Cooper, & Wynn, 2010). Overall, the effectiveness of homework is enhanced by providing students with choices among homework tasks, which will result in higher motivational and performance outcomes, students' autonomy, and intrinsic motivation (Patall et al., 2010).

Homework helps students by:

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children

Implementation of a good homework policy involves:

- communication between teachers, students and parents/carers
- relates homework activity to what is taught in the classroom
- sets up an element of challenge
- individualised homework activities/plans, aligned with individualised learning styles and abilities
- links homework activities with prompt, appropriate assessment and feedback.

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Homework set should be informed by a shared understanding and regularly monitored through feedback from teachers, students and parents/carers.

Roles and responsibilities

Schools can support students by:


- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and provide them with a copy of the homework policy
- encouraging parents/carers of early primary school aged children to read to and with their children for enjoyment
- ensuring that upper primary school (Year 6) students use homework diaries to provide a regular communication between parents and the school. Diaries may be electronic.

Teachers can support students by:

- equipping students with the skills to solve problems
- encouraging real-life problem solving, logical thinking, creativity and imagination
- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- giving students enough time to complete homework, considering home obligations and extracurricular activities
- assessing homework and providing timely and practical feedback and support
- helping students develop organisational and time-management skills
- ensuring parents/carers are aware of the school's homework policy
- developing strategies within the school to support parents/carers becoming active partners in homework.
- offering a wide range of opportunities for families to engage in their children's learning.

Parents can support students by:

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework

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- attending the school events, productions or displays their child is involved in
- ensuring upper primary students keep a homework diary
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the family's culture, history and language, linking with relevant services, clubs, associations and community groups.

Students can take responsibility for their own learning by:


- being aware of the school's homework expectations
- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

Quality practice

It is not necessary to assign large amounts of homework; however it is important that homework provides students with opportunities to practice skills, review content and deepen understanding of concepts learned. Homework and practice can also help students to develop self-regulation processes, such as time management and study skills.

The table below describes quality homework practice for the different year levels.

- | | |
|--------------|--|
| Prep to
4 | <ul style="list-style-type: none"> ▪ can foster a sense of self-discipline and responsibility and prepare students for upper grades ▪ enables the extension of class work by practising skills or gathering of extra information or materials ▪ will mainly consist of daily reading to, with, and by parents/carer or older siblings |
| 5 to 6 | <ul style="list-style-type: none"> ▪ should include daily independent reading ▪ may extend class work, projects and assignments, essays and research. ▪ Encourage the use of planning via a diary or equivalent. |

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Expectations


Homework should be:

- appropriate to the student's skill level and age. It **MUST** be differentiated within a grade
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open ended
- assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities.
- Strongly encouraged without reward/reprimand

Types of homework

This table describes the type of homework that meets these expectations.

Type	Description
Practice exercises	<p>Provide opportunities for students to apply new knowledge or to review, revise and reinforce newly acquired skills, such as:</p> <ul style="list-style-type: none"> ▪ reading for pleasure ▪ practising spelling words ▪ practising physical education skills ▪ conversations with family and friends regarding a designated topic ▪ writing essays and other creative tasks ▪ practising and playing musical instruments ▪ completing consolidation exercises for Mathematics ▪ practicing mental number facts such as timetables etc.
Extension assignments	<p>Encourage students to pursue knowledge individually and imaginatively, such as:</p> <ul style="list-style-type: none"> ▪ writing a book review ▪ researching local news

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Type	Description
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- finding material on the Internet
- making or designing an art work
- monitoring advertising in a newspaper
- completing Science investigation exercises

Home Learning Routines

Learning at home should not be an overwhelming task and in most cases can be integrated into daily routines. Some examples include counting in the car, telling the time, playing board games that involve addition, discussions over dinner about a book they may have read or something they have done throughout their day. On the following page we have outlined (per year level) things that we recommend be done at home to help support your child's learning in the classroom. ***Reading daily remains the MOST important aspect of homework routines*** and remember, this can include books, magazines, comics and newspapers. Utilising our local library allows students to pick things of interest to them. Where more structured homework is set by the teacher in grades 5 and 6, help your child make time to complete the set tasks. Where a problem is too difficult, encourage them to leave it to discuss with their teacher.


Happy home learning!

Expectations of home learning routines by year level

In the **Foundation** year children benefit from reading their reader most days, being read to, and conversing with their families about their day. Children will receive the first 100 Oxford words to learn throughout their first and second years of school. Choosing approximately five words at a time is a good way to support their spelling without being overwhelming. Reading and writing these words at home will help them gain the confidence necessary for independent reading. In Mathematics students benefit from counting forwards and backwards, recognising numbers to 20 and gaining an appreciation of the clock face and what it means.

In **Grade 1** children benefit from reading their reader most days, being read to, and conversing with their families about their day. Children will receive the first 100 Oxford words to continue to practise. Reading and writing these words at home will help them gain the confidence necessary for independent reading and writing. In Mathematics students benefit from counting forwards and backwards with bigger numbers, recognising bigger numbers and practising skip counting by 2's, 5's and 10's. Reading a clock face to the hour and half past should be encouraged. Practising addition facts to 10 such as $2 + 8$, $5 + 5$, etc. for quick recall is helpful for their mathematical problem solving.

In **Grade 2** children benefit from reading their reader most days, being read to and in some cases independent reading for enjoyment. Children will continue to receive Oxford words to practise both reading and writing. In Mathematics students should count to and from and order numbers up to 1000 and practice skip counting by 2's, 3's

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5's and 10's. Children should also be reading time including quarter past, quarter to, half past and o'clock on both digital and analogue clocks.

In **Grade 3** children should be engaging in independent reading for enjoyment most days. They will continue to receive Oxford spelling words to practise. In Mathematics students should practice addition and subtraction number facts. They should practice multiplication facts of 2, 3, 5 and 10 as well as related division facts and count and order numbers to and from 10,000. Children should be continuing to practice reading time including quarter past, quarter to, half past and o'clock on both digital and analogue clocks. Classroom teachers will provide a homework grid for children that would like to do additional homework. These activities are encouraged but not compulsory.

In **Grade 4** children should be engaging in independent reading for enjoyment most days. They will continue to receive Oxford spelling words to practise. In Mathematics students should practice addition and subtraction number facts and recall multiplication facts up to 10x10 as well as related division facts. Children should be continuing to practice telling the time. Classroom teachers will provide a homework grid for children that would like to do additional homework. These activities are encouraged but not compulsory.

In **Grade 5** children should be engaging in independent reading for enjoyment most days. In Mathematics number facts continue to be important and students should practice multiplication recall to 12x12 and related division facts. Children should continue to practice telling time on both digital and analogue clocks. Classroom teachers will provide additional homework each week. Students are expected to complete ALL set homework in the allocated time. Consequences for not completing homework will entail 'homework club' at lunch time.


In **Grade 6** children should be engaging in independent reading for enjoyment most days. In Mathematics number facts continue to be important and students should practice multiplication recall to 12x12 and related division facts until they can recall them confidently. Children should continue to practice telling time on both digital and analogue clocks. Classroom teachers will provide additional homework each week and students will use a diary to help manage their time. Students are expected to complete ALL set homework in the time allocated. Consequences for not completing homework will entail 'homework club' at lunch time.

Homework expectations across our school

	Reading	Spelling	Number facts	Other
Foundation	Reading to someone (daily) Listening to reading	Oxford spelling words	Counting practice: forward and backwards with numbers 0 to 20	Conversations about their day with family
Grade 1	Reading to someone (daily) Listening to reading	Oxford spelling words	Counting practice: forward and backwards with bigger numbers	Conversations about their day with family
Grade 2	Reading to someone (daily) Independent reading	Oxford spelling words	Counting practice: forward, backwards, skip counting by 2's, 5's 10's	Conversation about their day with family

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	Listening to reading			
Grade 3	Independent reading (daily)	Oxford spelling words	Number facts practise Addition and subtraction Recall multiplication facts of 2,3,5 and 10 and related division facts	Homework grid to provide choice and variety (encouraged but not compulsory)
Grade 4	Independent reading (daily)	Oxford spelling words	Number facts practise Addition and subtraction Recall multiplication facts of up to 10x10 and related division facts	Homework grid to provide choice and variety (encouraged but not compulsory)
Grade 5	Independent reading (daily)	THRASS spelling words	Number facts practise Addition and subtraction Recall multiplication facts of up to 12x12 and related division facts	Diary planning Homework grid to provide choice and variety (compulsory for ALL students) Homework club for unfinished homework
Grade 6	Independent reading (daily)	THRASS spelling words	Number facts practise Addition and subtraction Recall multiplication facts of up to 12x12 and related division facts	Diary planning Homework grid to provide choice and variety (compulsory for ALL students) Homework club for unfinished homework

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Spelling Activities as ideas for homework grids

1	Write each of your spelling words in interesting sentences
2	Write each of your spelling words in a question – don't forget the question mark.
3	Use alliteration (repeating the same sound eg. Seven silver swans swam swiftly), write each of your words in an alliteration
4	Find up to three rhyming words for each of your spelling words.
5	Write who am I? for each of your spelling words
6	Find the dictionary meaning for each of your words
7	Draw a picture for each of your words and write the word five times underneath.
8	Think of five categories for your words. They might be words that begin with a consonant, words that begin with a vowel or nouns, verbs etc. Write each of your words in the correct category.
9	Think up a clue to help you remember how to spell your words, eg. The principal is your pal
10	Find smaller words inside your words, eg. Something – some, so, met, thin, thing, me. You cannot jumble letters
11	Make the words into a crossword puzzle
12	Break each of your words into syllables and then group all the words that have one syllable, two syllables, three syllables
13	Make other words from the letters in your words. You can jumble up the letters, eg. Something – him, sing, home
14	Write a nonsense story using as many of your words as you can.
15	Cut out letters from a magazine to make your words
16	Write your words in code eg. A=1, B= 2 C=3
17	Break your words into phonemes (sounds) eg. Teacher – t, ea, ch, er
18	Write a newspaper headline using your spelling word
19	Look, Say, Cover, Write, Check ten of your spelling words

This policy will be reviewed every 4 years.



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