

**St Patrick's Catholic
Primary School
Asquith**



Homework Policy

HOMEWORK POLICY

Homework is an essential part of the Curriculum at St Patrick's School, Asquith.

Teachers, Parents and Children should regard it as a co-operative venture.

Homework at St Patrick's Catholic School is seen as an academic, cultural or social activity performed by children outside their formal class lessons. Whilst work done during the school day is more important, homework should be viewed as a meaningful adjunct to the children's learning process. **It should be free from undue stress and pressure.**

Homework can be assigned for a variety of reasons. These include:

- practising skills taught at school
- helping children develop independent study skills
- completing unfinished tasks
- providing parents with the opportunity to design activities themselves to reinforce their child's education.

Homework is not always of a written kind. Alternatives to formal homework would include activities like:

- leisure reading
- pursuit of hobbies
- word games such as Scrabble
- using computers
- family discussion
- selective TV viewing. eg news, environmental and cultural programs
- letter note writing
- dramatisations
- looking up Street Directories/Phone Books
- using recipes
- collating a shopping list and estimating cost

Any activity, which encourages children to think, explore and communicate, contributes to their learning.

Types of Homework

The following are the most usual tasks, but the list is not exhaustive:

- reading
- language, writing, spelling, handwriting
- problem solving, maths, maths facts
- independent research
- contract and assignment work
- collecting items and information
- sharing family events eg. trips, holidays, religious events
- surveys
- science experiments
- creative activities such as drawing, illustrating, performing plays, mimes

Time to be spent by children on homework activities on a daily basis (Monday-Thursday):

Kindergarten: 10mins	Year 3: 15-20mins
Year 1: 10-15mins	Year 4: 20-30mins
Year 2: 15-20mins	Year 5: 30-40mins
	Year 6: up to 45mins

These times, which exclude 10 minutes reading are estimates only and are based on the assumption that children will concentrate on the task at hand. Children are expected to do homework on a regular basis as set out by their class teacher. *All homework should be completed within the competence of the children.*

Teachers are expected to:

- inform parents in writing about the exact nature and type of homework set. This would be done at the beginning of year Parent/Teacher Information nights.
- assign tasks within the competence of the children
- check written work
- inform parents when homework is repeatedly not completed
- reward children when homework is of a consistently high presentation
- communicated with parents about problem area so they can help at home

Parents are expected to:

- be aware of the kind of homework usually assigned to their children
- check that it is completed and is presented neatly
- communicate with class teachers about:
 - problems children have with tasks
 - reasons for children's non-completion of homework
 - any concerns related to homework
- assist with homework whilst allowing children the freedom to do the work themselves

Children are expected to:

- be responsible for their own work
- complete assigned tasks on time and to the best of their ability
- bring a note form a parent if work is not completed
- speak to their teacher if they are experiencing difficulties with homework

Homework may differ for children according to their particular needs.

Guidelines For Homework

At St Patrick's
Catholic Primary School Asquith



Purpose:

Homework is viewed as having some use as part of the learning process at St Patrick's Catholic School. Teachers, parents and students should regard homework as a co-operative venture. Whilst work done during school hours is central to learning relating to the curriculum, homework is viewed as a useful tool for revision and consolidation.

Process of Formation for these Guidelines

The process of formulating these draft guidelines was through extensive consultation between staff, students and parents in the early part of 2009. Parents were given the opportunity to provide feedback in a consultation forum held in February, and by way of a survey sent home the same week. Students in each class were questioned in relation to their attitudes towards homework as well as their habits in how, where and when homework was completed. Staff also undertook theoretical research through whole staff meetings and small groups to inform their views. These guidelines are in draft form for Terms 2, 3 and 4 for 2009.

Theoretical Research

In establishment of these guidelines, a variety of sources were viewed and taken into consideration. Among these, two are documented from well known child and adolescent psychologist Michael Carr-Gregg which reflect the view of many in the community overall.

'There is evidence that homework has limited pedagogical value. There is no evidence that homework in primary school leads to higher educational attainment' (2004: *The JSHAA Wells Oration* 29th June 2004, Melb Convention Centre)

'If we respect children and support a holistic learning experience, we must realise they need time to "learn" to be part of a family and a community. They must learn their responsibilities in helping to maintain a household and participate in community life.' (May 2007:SMH)

As a result of this process the draft guidelines reflect the principles below:

Principles of Homework at St Patrick's School

Homework at St Patrick's school will:

- Be a gradual and sequential build-up of time and workload commitments from Kindergarten to Year 6.
- Be a process for students to be able to complete the tasks with minimal parental assistance. Whilst parents are encouraged to take an interest in their children's homework, the ability of children to complete it should not rely on this. The exception is children reading aloud to parents, and some work in reinforcement during the early years before students gain reading and writing independence.
- Include reinforcement of recent learning. Normally it will not be expected that homework will include new learning unless in the context of structured research tasks.

- In the case of research and presentation tasks, include explicit guidelines with opportunities for short term accountability and feedback.
- Include explicit purpose and audience. Feedback from teachers should always occur.

Expectations of Stakeholders

Teachers are expected to;

- Assign tasks suitable for the needs of the students according to these guidelines
- Feedback to students regarding homework
- Inform parents via note when students have not completed their homework for the third time within a Term.
- Provide enough flexibility (within reason) so that different outside school commitments can be attended to in family life in the course of a week.

Parents are expected to;

- Monitor whether their child is completing their homework
- Demonstrate interest and encouragement in their child's homework, providing reasonable support where possible.
- Feedback to teachers any needs relating to the homework
- Inform teachers in writing if work is not completed for a reason that the student cannot control.
- Adjust workload expectations if child is taking longer than reasonably expected to complete homework.

Students are expected to;

- Be responsible for completing their work on time and to the best of their ability
- Ask for clarification of the task at school if uncertain before the tasks are sent home

Content Guide

STAGE 3 (Years 5 & 6)

Homework in Stage 3 can include:

- Literacy and / or Numeracy based revision task
- Other Key Learning Area based task- relevant to what is happening within the class.
- From time to time research based presentation tasks will be given which will replace or be in conjunction with the tasks above

As a normal guide, homework in Stage 3 will:

- Take approximately 2 hrs per week (with flexibility as to which days it can be completed)
- Include reading for enjoyment as an extra aspect beyond the 2hrs per week.

STAGE 2 (Years 3 & 4)

Homework in Stage 2 can include:

- Literacy and / or Numeracy based revision task
- Other Key Learning Area based task- relevant to what is happening within the class.
- From time to time research based presentation tasks will be given which will replace or be in conjunction with the tasks above

As a normal guide, homework in Stage 2 will:

- Take approximately 1 ½ hrs per week (with flexibility as to which days it can be completed)
- Include reading for enjoyment as an extra aspect beyond the 1 ½ hrs per week.

STAGE 1 (Years 1 & 2)

Homework in Stage 1 can include:

- Reading for reinforcement at “Easy” or independent level.
- Literacy and / or Numeracy based revision task
- Other Key Learning Area based task- relevant to what is happening within the class.

As a normal guide, homework in Stage 1 will:

- Take approximately 1 hr per week (with flexibility as to which days it can be completed)
- Include reading for enjoyment as an extra aspect beyond 1 hr per week.

EARLY STAGE 1 (Kindergarten)

Homework in Early Stage 1 can include:

- Reading for reinforcement at “Easy” or independent level
- Sight Words or Phonemic Awareness revision task
- Numeracy based revision task

As a normal guide, homework in Early Stage 1 will:

- Take approximately 30- 40mins / week
- Include reading for enjoyment as an extra aspect beyond 30-40 minutes per week.

Reviewed August 2011

Date of next review 2016