



NSW Department of Education and Communities

Koorawatha Public School

Definition of Homework

“Homework is any task assigned by school teachers intended for students to carry out during non- school hours.”

(Cooper et al, 2006, pg 1 cited in NSW DEC Homework Policy)

Rationale

Homework complements and reinforces classroom learning while developing sound study habits and time management skills. It needs to be challenging, meaningful and relevant, catering to all intelligences and individual learning styles. It provides important opportunities for parents to share their child’s education strengthening communication between home and school.

It is likely that homework quality is enhanced when the principles of effective pedagogy are utilized (Trautwein & Ludtke, 2009). Homework must have a clear purpose. Teachers should ensure that students fully understand what they are supposed to learn (Blazer, 2009). It must be tailored to the audience. The amount should reflect the student’s age and stage of development with expectations differing across early, middle and senior learning phases (Dixon, 2007). Its limitations cannot be ignored. It should not be used to teach new material (Protheroe, 2009). Students describe more negative emotions when doing homework than class work (Walker, 2011). Many students need additional support with both the academic and logistical aspects of homework (Blazer, 2009). The assistance can be provided by the parents or teacher.

Policy Statement

Homework is a valuable part of schooling. It allows for practising, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources.

Additionally, it establishes habits of study, concentration and self-discipline.
(NSW DEC, 2012 Homework Policy)

The aim of the Homework Policy is to create consistency across Koorawatha Public School. The majority of the parent community stated in their survey & Facebook responses that they believed homework helped their child and is beneficial to their learning.

While homework is an important component of the teaching and learning process, at Koorawatha Public School we recognise the importance of teaching the whole child. Students should have time for play, leisure and physical activities outside of school.

Implementation

Guidelines

Homework activities should:

- Provide a purposeful learning experience that reinforces and consolidates work done in class
- Be stimulating and appropriate
- Be appropriate for the age and abilities of the students
- Be clearly communicated to students
- Encourage students to take responsibility for their learning
- Not disadvantage students who do not have access to technology at home
- If technology based homework/projects are set a non- technological alternative should be set for the students who do not have access to technology at home

Role of the Principal

- Develop a Homework Policy, in consultation with their school community.
- Communicate the Homework Policy to staff students, parents/caregivers.
- Monitor and support teachers in the implementation of the Homework Policy.
- Ensure that homework is consistent with the school's learning goals.
- Support the need for balance between homework and the many other commitments in students' lives.
- Provide mechanisms for teachers and parents/caregivers to communicate about homework.
- Recognise that some parents/caregivers may not agree with the school policy on homework. This may necessitate the development of alternative strategies.

Role of the Teacher

- Implement the school's Homework Policy.
- Communicate the purpose, benefits and expectations of homework to students and

parents/caregivers, including due dates etc.

- Acknowledge student effort in completing homework and provide timely and relevant feedback on achievement.
- Ensure resources and materials are easily accessible for students.
- Support students having difficulties with homework.
- Discuss with students and parents/caregivers any developing issues regarding a student's homework.
- Discuss and review homework practices with colleagues and how they reflect literature evidence.

(NSW DEC, 2012, pg. 6)

Role of the Parent/Caregiver

Parent/Caregivers play an important role in encouraging homework completion. Parents and caregivers will therefore be informed of any changes to homework routines.

- While homework is designed for students to complete independently, parents and carers are encouraged to be involved with their child's homework.
- Parents are to encourage their child to complete and submit the homework.
- Parents are to encourage their child to 'have a go' before stepping in and providing assistance.
- Parents should notify the teacher if there is any difficulty with the tasks set.
- Parents are asked to sign any documentation requiring a signature eg reading log.
- Parents are invited to provide feedback to their child/teacher by writing a message on the homework.
- Set an environment and routine at home that fits their family and homework requirements.

Role of the Student

- Students need to make sure that they take home all required resources to complete their homework.
- Students need to manage their time so there is no panic when homework is due.
- Students will be expected to complete their homework with minimal parent/caregiver assistance and return it by the due date.

Stage Guidelines

Early Stage 1

In general, students are not expected to complete formal homework in Kindergarten. Students will be given home readers and sight words if appropriate to support their learning in class. These should be practiced each night and returned for changing daily.

Time Recommendations: 10- 15 minutes/ night

Stage 1

In Years 1 and 2 home readers will also be sent home for reading. These should be read aloud to a parent or carer, signed off in the child's reading log and returned for changing at least 3 time per week. Some formal homework may be set if requested by parents. For example, students might like to read and write, learn words for spelling or complete some mathematical activities.

Time Recommendations: 10- 15 minutes/ night

Stage 2 and 3

Homework in Stage 2 may be varied and students may be expected to work more independently. Students are required to read for at least 15 minutes per night and keep a log of their reading. They may choose to read books from home or from the school library. They will be issued weekly with a 'Lillico style' Homework Chart designed to reflect the varied activities that make up a well balanced lifestyle. These activities include sport, helping at home, community work, musical experiences and other family based activities. Their homework will also include an opportunity to practise mathematical concepts and literacy skills learnt at school. At times, homework may also be set across other areas of the curriculum including: projects. Students in Stage 3 need to learn time management and organisation skills to help them in transitioning into high school.

Time Recommendations: 20- 30 minutes including home reading.

Types of Homework

Practice Exercises

These activities assist students to remember newly acquired skills, and can include: practicing spelling wordsorts, sight words, consolidating tables knowledge, maths facts, revising information about a current topic, reading for pleasure (Home Reading)

Preparatory Homework

These activities provide students with opportunities to gain background information to prepare them for future lessons on a specific subject, and can include: background reading, research on a particular topic, collecting items

Extension Assignment

These activities encourage students to pursue knowledge individually and imaginatively, and can include: book reviews, researching current news, making and/or designing information and retrieval skills involving use of the Internet.

Note : Research Assignments or projects:

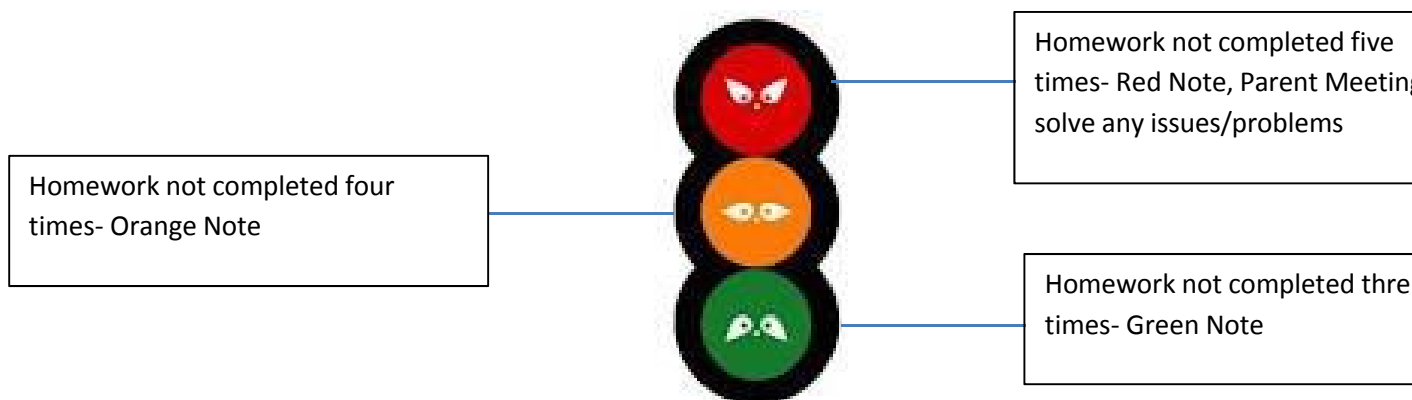
- should be set at a maximum of one per term
- need clear written instructions – date due, length, guidelines for content required, expected standard, level of parental assistance required, assessment criteria eg. Rubric
- should be designed to suit the range of learning needs of the students in the class / grade
- should be structured to ensure that the work can be done by the students with none or minimal parental assistance(unless specified)

Incomplete Homework

If a child is unable to complete their homework a note must be sent to the classroom teacher from the parent/caregiver.

- Where a child does not complete homework it will be recorded by the classroom teacher. On the third occasion a green note will be sent home.
- Upon the fourth occasion where homework is incomplete, an orange note will be sent home.
- On the fifth occasion homework is incomplete a red note will be sent home and at the discretion of the classroom teacher and principal a meeting may be held with the parents, classroom teacher and student in a restorative manner with the aim of solving any issues/problems.

This follows the traffic light system



The Policy will be monitored and reviewed in 2017

It will be reevaluated by surveying the students, parents and teachers and reviewing any changes in the data collection and analysis.

The Policy is based on:

NSW Department of Education and Communities Homework Policy (2012)

NSW Department of Education and Communities Homework Policy Research Scan (2012)

NSW Department of Education and Communities Homework Policy Guidelines (2012)

Collection of input from family members surveyed on our school weebly, school Facebook page and through parent meetings.

<http://www.boysforward.com.au/product/homework-and-the-homework-grid-by-dr-ian-lillico/>
accessed January 2016.

<http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/The-Case-For-and-Against-Homework.aspx> accessed February 2016.

<https://www.teachermagazine.com.au/article/does-homework-contribute-to-student-success> Accessed January 2016.

<http://www.kidspot.com.au/school/primary/homework/the-great-homework-debate> accessed January 2016.

<http://www.theage.com.au/victoria/primary-school-homework-debate-leading-some-parents-to-opt-out-20150314-1442q9.html> accessed January 2016.

<http://www.aussieeducator.org.au/education/other/archive/homework.html> accessed January 2016.

Cooper, H., Robinson, J., & Patall, E. (2006). Does homework improve academic achievement? A synthesis of research, 1987-2003. *Review of Educational Research*, 76, 1-62.

Dettmers, S., Trautwein, U., & Lüdtke, O. (2009). The relationship between homework time and achievement is not universal: Evidence from multilevel analyses in 40 countries. *School Effectiveness and School Improvement*, 20, 375-405. EJ861792

Dixon, N., Parliamentary Library. (2007). *Homework for the 21st century*. Brisbane: Research Publications and Resources Section Queensland Parliamentary Library.

Eren, O., & Henderson, D. (2011). Are We Wasting Our Children's Time by Giving them More Homework?" *Economics of Education Review*, 30, 950-961. IZA Discussion Paper 5547.

Retrieved January 13, 2012, from <http://www.unlv.edu/projects/RePEc/pdf/0907.pdf>

Forster, K. (2000). Homework: A bridge too far? *Issues in Educational Research*, 10(1), 21-37.

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London & New York: Routledge, Taylor & Francis Group.