



# HOMEWORK POLICY

## FEBRUARY 2017

### 1. PURPOSE

This homework policy aims to ensure that:

- i. A consistent approach to homework is adopted throughout the school.
- ii. Parents and guardians have a clear understanding about expectations for homework and their role in supporting their children in this aspect of learning.
- iii. The needs of individual students are taken into account
- iv. The students have the opportunity to progress towards independence and individual responsibility.

### 2. POLICY STATEMENT

Homework provides an opportunity for families to share in their children's spiritual, physical, emotional, social and academic development. It assists in strengthening partnerships between parents/caregivers and the school and is designed to support each child in developing the attributes of a lifelong learner. While we recognise the benefits of homework, we also acknowledge the importance of family time in an increasingly complex and busy world. For the purpose of this document, reading is not considered to be an optional homework task. Regular reading is strongly encouraged for all students and is considered an essential home activity.

### 3. SCOPE

This policy applies to all students, staff members and parents at St Patrick's.

### 4. GUIDING PRINCIPLES

- i. During 2015, the students, parents and grandparents of St Patrick's were consulted in regard to their beliefs about homework. The consultation included an online survey and two homework forums which were attended by students, parents and grandparents. The views expressed by the school community have been collated and used to review our school's homework policy.
- ii. Periodically, homework and its value are subject to debate. Should there be or shouldn't there be? How much and to what end? Is it too much of a chore for parents or a distraction for teachers? There are no absolutes in this debate.
- iii. On the one hand . . . *"With only rare exceptions, the relationship between the amount of homework students do and their achievement outcomes was found to be positive and statistically significant. Therefore, we think it would not be imprudent, based on the evidence in hand, to conclude that doing homework causes improved academic achievement."* Source: Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of Educational Research*, 76(1), pg 48.
- iv. On the other hand . . . *"There is strong evidence and general agreement that homework at the primary school level has little impact on academic performance, but may play an important transitional role in preparing students for secondary school and beyond."* Source: <https://www.teachermagazine.com.au>, 11<sup>th</sup> September 2014.
- v. The survey responses from our parent community reflected the range of beliefs about the value of homework: 57% of respondents support the assigning of homework from Monday to Thursday evenings, while 43% do not support the assigning of homework.

### 5. RESPONSIBILITIES

- i. In assigning homework, there should be a clear purpose in regard to student learning.

- ii. Teachers should communicate clear expectations in regard to how to complete the homework.
- iii. Homework should be structured so that the students can accomplish it with relatively high success rates.
- iv. Homework should not be used to teach new material. However, homework assignments can be an appropriate means of introducing concepts that will be taught in future lessons, such as gathering current newspaper articles on a specific science topic, or interviewing grandparents for their first-hand accounts of historical events.
- v. As a general rule, unfinished class work should not be assigned as homework. However, in situations when a student's misbehaviour in class prevents him/her from completing class work, the teacher may instruct the student to complete the unfinished work at home.
- vi. Homework should not be assigned as a punishment.
- vii. Reading is a mandatory homework task. All students will be required to regularly submit a reading log that shows the reading that has been undertaken at home. Parents will be asked to verify the accuracy of reading logs by signing them.
- viii. Completion of written homework tasks is optional. Written homework tasks will not be used for assessment or reporting purposes.
- ix. The amount of time taken to do homework will vary according to individual capabilities and family circumstances. The time frame for completion of homework activities will be flexible, taking into account family routines and timetables. As homework is not intended to be an onerous or stressful activity, the following recommendations are offered:

	<b>Kindergarten &amp; Year 1</b>	<b>Years 2, 3 &amp; 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Reading (shared or independent) - <u>MANDATORY</u></b>	Minimum 10 minutes daily, Monday to Thursday, including sight words practice.	Minimum 10 minutes daily, Monday to Thursday.	Minimum 20 minutes daily, Monday to Thursday.	Minimum 20 minutes daily, Monday to Thursday.
<b>Formal written homework - <u>OPTIONAL</u></b>	Up to but not more than 10 minutes daily, Monday to Thursday.	Up to but not more than 15 minutes daily, Monday to Thursday.	Up to but not more than 15 minutes daily, Monday to Thursday. This would include a major research assignment once per term with an allocated time of several weeks.	Up to but not more than 30 minutes daily, Monday to Thursday. This would include a major research assignment once per term with an allocated time of several weeks.

- x. Homework tasks are offered on a weekly or fortnightly basis.
- xi. Homework is normally assigned for completion from Mondays to Thursdays although, if a teacher sees a need to provide a more flexible homework routine for a particular class, weekend homework might be a possibility.
- xii. A consistent homework schedule helps busy parents to remember when their children's homework assignments are due.
- xiii. Teacher feedback on homework has a powerful positive effect on student learning. Such feedback might include written comments and/or opportunities for the students to discuss their homework.
- xiv. Dependent on the level of parental support available, teachers may set "life skills" homework as the optional component. Appendix 1 shows lists may be used as examples of the types of homework tasks that might constitute life skills.

**6. BUDGET**

The school will devote a proportion of its budget to the provision of funds for professional development to support the staff in relation to this policy.

**7. NEXT REVIEW DATE**

This policy will be reviewed in 2020 in consultation with relevant staff.

**8. DEFINITIONS**

Homework: Schoolwork assigned to be done outside the classroom.

**9. LEGISLATIVE / PROFESSIONAL GUIDELINES**

- i. Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of Educational Research*, 76(1), pg 48.
- ii. <https://www.teachermagazine.com.au>, 11<sup>th</sup> September 2014.

## APPENDIX 1: THE TYPES OF HOMEWORK TASKS THAT MIGHT CONSTITUTE LIFE SKILLS

Kindergarten	Year 1	Year 2
Put clean clothes away neatly	Empty kitchen rubbish	Fold clothes neatly without wrinkles
Swim independently	Clean pet cages and food bowls	Remake own bed with clean sheets
Leave bathroom clean after use	Use a broom and dustpan	Vacuum furniture (chairs and lounges), especially under cushions
Feed and water pets	Sweep porches, decks, driveways and walkways	Water house plants and lawn outside
Get mail (if in a safe place) and put it in the proper place	Cook canned soup	Clean bathroom sink and tub
Know how to make emergency phone calls (000)	Read and prepare a simple recipe	Trim own nails
Empty bathroom rubbish	Be familiar with cooking, measuring tools and their uses	Set table correctly
Learn to jump rope	Make jelly	Peel vegetables
Learn to ride a bike	Boil an egg (hard and soft)	Take a written phone message
Learn how to tie shoelaces	Pack own lunch	Carry dirty clothes hamper to laundry
Rake leaves	Cut up own food at dinner table	Empty dishwasher and put away crockery and cutlery
Help put groceries away	Water outside plants, flowers and garden	Tidy book shelves and toy shelves
Cook toast	Strip bed sheets	Organize own drawers and wardrobe
Pour milk into cereal	Sort clothes for washing by colour and fabric and check pockets	Tidy living room and family room
Pour milk or juice into a cup	Dust low shelves and objects	Make a sandwich
	Wash and dry dishes by hand	Weed flower beds and vegetable garden

Year 3	Year 4	Year 5
Load and operate washing machine	Replace light globes and understand wattage	Learn how to restore power when a circuit breaker trips
Load and operate clothes dryer (clean lint trap and washer filter)	Distinguish between good and spoiled food	Help to clean and tidy garage
Tidy and organize bathroom drawers	Bake a cake from a cake mix	Bake muffins
Fold blankets neatly	Cook frozen and canned vegetables	Bake biscuits
Help clean out refrigerator	Make pancakes from scratch	Make a green salad and dressing
Cook macaroni and cheese	Bake cookies from scratch	Wash the car
Cook tacos	Repair bicycle tyre and learn basic adjustments	Understand basics of camera use
Cook scrambled eggs	Know basic emergency first aid procedures	Prepare hot beverages
Make a hamburger	Understand uses of medicine and seriousness of overuse	Plan a balanced meal
Dust all household furniture	Wipe down kitchen cupboards	Do the family laundry
Count and give monetary change	Sew a button onto an item of clothing	Be a helper in a church ministry (e.g. reader, greeter)
Load and turn on dishwasher	Vacuum floors	Clean windows
Clean interior of car	Clean mirrors	Mop floor

Year 6		
Babysit for friends, neighbours, relatives	Make withdrawals at the bank and ATM	Clean toilet
Perform basic first aid and CPR	Time management (esp in regard to school work)	Check and fill all car fluids
Type with proficiency	Tidy and organize kitchen drawers	Mow lawn
Oil bicycle		