

ST ANN'S HOMEWORK POLICY P-4

1. POLICY STATEMENT

At St Ann's we strive to educate the whole child and provide a sound basis for life-long learning. We recognise that homework should reinforce classroom learning and aid children in forming good study habits.

2. PURPOSE

The purpose of homework at St Ann's Primary School is to:

- Encourage opportunities for students to review and reinforce learning that is initiated in the classroom.
- Engage in a range of authentic homework opportunities set at a level appropriate to the age and ability of the child.
- Provide parents/caregivers with an opportunity to be directly involved in their child's education.
- Develop curiosity, questioning, self-discipline and effective study habits that students require in secondary school and later in life.

3. RATIONALE

At St Ann's Primary School, we acknowledge the importance of family time in an increasingly complex and busy world. Our homework policy aims to support equitable practices whilst recognizing the diversity of families in our school community. We believe that homework should not cause family stress or jeopardize the right of children to enjoy a balanced lifestyle. Our approach supports the importance of family time, relaxation and play, and acknowledges the varied outside of school hours activities in which students participate.

At St Ann's Primary School, our homework policy aims to support equitable practices whilst recognizing teacher workload. We believe a teachers' biggest impact is spent engaging with students and having the time to reflect on and plan for dynamic differentiated learning experiences in the classroom.

4. IMPLEMENTATION

- Teachers will set homework each week that is suited to the age and ability of their students.
- Homework for Prep to Year 4 will generally be set on a weekly basis i.e. Monday – Thursday so that it can be balanced with other family activities.
- Homework tasks should require little or no supervision or explanation and are designed to reinforce classroom work which is familiar and well-practiced by the children at school.
- A guide to appropriate homework activities and the expected daily time commitment is presented for each year level in Annexure A.



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5. ROLES AND RESPONSIBILITIES

5.1. Role of the Teacher

- Set out clear expectations about homework and communicate these expectations to students and parents/carers at the beginning of the school year.
- Set relevant and meaningful tasks that are related to classroom learning.
- Model tasks and provide examples in class.
- Monitor student completion of their homework activities and if necessary, discuss with parents/carers concerns around incomplete homework or homework that requires completion.
- Provide feedback to students.
- Use discretion when determining tasks, taking into consideration the student's ability, home circumstances and commitments.
- Some tasks may be open ended.
- There will be no homework set on holidays.
- Specialist teachers may liaise with the classroom teacher to have the children complete meaningful tasks.

5.2. Role of the Student

- Ensure that everything that is needed to complete homework activities is taken home from school.

5.3. Role of the Parent

- Notify the teacher if there is any difficulty with the homework tasks set.
- Support homework activities and to create an environment and routine at home appropriate for their child's homework needs.



ANNEXURE A

HOMWORK GUIDE

Year Level	Homework Duration	Homework Activities	Reading
Prep Year 1 Year 2	5 - 10 minutes per night + Reading	<ul style="list-style-type: none"> Practice of literacy skills. Activities that reinforce Numeracy e.g. games and real-life math's, such as shopping and cooking. Gathering pictures or resources Outdoor activities and games such as playing with a ball, skipping etc. Preparing for the next day e.g. readers, lunchbox, notes, library bag to encourage organisation skills. Religious Education activities Informal learning activities such as talking, playing and other experiences that will broaden their understanding of the world in an enjoyable way. 	<ul style="list-style-type: none"> Reading may include reading to, with and by parents / carers. Bedtime stories Quality literature and/or School Readers and/or Infographic Texts.
Year 3 Year 4	10 – 15 minutes per night + Reading	<ul style="list-style-type: none"> Practice of Literacy skills Reinforcement of Numeracy learning e.g. games, math's puzzles, real life math's such as shopping and cooking. Gathering data by various methods e.g. interviews, surveys. Open ended activities that involve choice and cater for individual learning styles. Religious Education activities. 	<ul style="list-style-type: none"> Reading may include reading to, with and by parents/carers. Bedtime stories Quality Literature and/or School Readers and/or Infographic Texts.

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6. REFERENCES

As we are a *Visible Learning School*, we follow the research of John Hattie. Hattie states that "Homework in which there is no active involvement by the teacher does not contribute to student learning". (p236, *Visible Learning by John Hattie, 2009*). He also makes reference to the amount of time which should be spent on homework. "The positive effects of homework were negatively related to the duration of the homework treatment. Short is better". (p234, *Visible Learning by John Hattie, 2009*)

RESPONSIBLE RESPECTFUL SAFE FAITH FILLED

