Homework Policy

Related DEC Policies
The following DEC policies outline expectations, behaviour and documentation that is required:
NSW DET 2000 Homework Policy
NSW DET 2000 Pamphlet, Homework – Information for Parents & Caregivers

Rationale
This policy establishes the framework and protocols to be followed. It has been developed by the staff in consultation with parents/carers within the framework established by the Department of Education & Communities.

Beliefs
At Kogarah Public School we believe homework:
- is a valuable part of schooling
- allows for practising, extending and consolidating work done in class
- provides training for students in planning and organising time
- develops a range of skills in identifying and using information resources
- establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives
- strengthens home-school links
- reaffirms the role of parents and caregivers as partners in education
- provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children

General Principles
Homework is most beneficial when:
- it reinforces and extends classwork and consolidates basic skills and knowledge
- it is challenging and purposeful, but not so demanding that it has adverse effects on the student’s motivation
- parents or caregivers are involved in the formulation and implementation of the school’s homework policy
- students take responsibility for their homework, supported by their parents or caregivers
- it is well coordinated and teacher expectations are well communicated
- it is set on a regular basis and establishes a routine of home study
- teachers set suitable amounts of homework which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students
- it takes into account students’ home responsibilities and extracurricular activities such as clubs, sport, musical activities
- it is marked promptly and accurately
- feedback and follow-up are provided regularly to students
- it develops and extends the core learning skills of inquiry and independent study.
Types of Homework
The amount of time that students are expected to spend on homework will depend upon the age, ability, home environment and extracurricular activities of students, including family and cultural obligations. It is important that students of all ages have opportunities for free time, leisure and physical activities outside of school.
The three main types of homework are:
Practice exercises - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.
Preparatory homework - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons.
Extension assignments - encouraging students to pursue knowledge individually and imaginatively.

Wherever possible homework should recognise the place of technology in today’s world and the benefits of using technology such as home computers, email and the Internet for organising and accessing information. Schools, however, should have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged.

Roles
Teachers
- Set and mark homework that is appropriate for the students in his/her class. Modify homework for individual students if necessary.
- Provide feedback to students regarding homework tasks.
- Inform parents of concerns relating to homework.
- Be aware of class homework activities when setting additional group homework e.g. support reading homework.

Students
- Complete set homework neatly and to the best of their ability.
- Bring homework to school, on set date, for marking.

Parents
- Take an active interest and ensure that there is time set aside for homework.
- Communicate with teachers any concerns about the nature of homework, their child’s approach to homework and alerting the teacher to any domestic or extra-curricular activities which need to be taken into consideration.
- Sign homework when and where required.

Implementation

Early Stage One
English – reading (including sight words and Home Reader), sound of the week and revision
Mathematics - activities to reinforce classroom learning.
Collection of items e.g. news items, pictures for class topic.
Estimated time spent on Homework each night 15 minutes.

Stage One (Year 1 and Year 2)
English – spelling, reading and related activities
Mathematics -activities to reinforce classroom learning.
Collection of items e.g. news items, pictures for class topic.
Note: students in Year 1 who are participating in the Reading Recovery reading program will have appropriate homework set as determined by the Reading Recovery teacher and the class teacher.
Estimated time spent on Homework each night – Year 1 – 20minutes, Year 2 – 25 minutes.
Stage Two (Year 3 and Year 4)
English – spelling, reading, writing.
Mathematics – tables, mentals or various exercises to reinforce class learning
Researching (which might include the use of the internet, newspapers) for HSIE, English, Science and/or collecting items for classroom learning activities.
Estimated time spent on Homework each night 30 minutes.

Stage Three (Year 5 and Year 6)
English – reading, spelling, writing (including handwriting)
Mathematics – tables, mentals or various exercises to reinforce class learning
Researching (which might include the use of the internet, newspapers) for HSIE, English, Science and/or collecting items for classroom learning activities.
Estimated time spent on Homework each night 35 minutes