

Anderson's Creek Primary School

School Number: 5104

STUDENT HOMEWORK POLICY

APPROVED: ACPS SCHOOL COUNCIL

ENDORSED AT: SCHOOL COUNCIL MEETING 19/10/21

DOCUMENT CONTROL

VERSION NO	ISSUE DATE	AUTHOR	AMENDMENT
1	Prior to 2014	Education Sub-Committee	New document
2	Nov 2017	Education Sub-Committee	New document
3	Oct 2021	Education Sub-Committee	Reviewed

1 PHILOSOPHICAL BASIS (PURPOSE)

Anderson's Creek Primary School (ACPS) believes that homework provides an opportunity to develop organisational skills and nurture positive study habits. Homework should be a rewarding, positive experience for students, teachers and parents. ACPS also acknowledges that reading success is one of the most powerful determinants of academic achievement and believes that the homework policy should reflect this. As part of a comprehensive and balanced curriculum, homework is seen as one way of supporting and fostering life-long learning and connecting families with the learning of their children.

The current evidence and research shows that the quality of homework assigned is likely to be more important than the quantity. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005). Although homework's effectiveness has been challenged by educators, parents, and students (Kohn, 2006), it continues to be an important educational supplement used by most teachers to enhance the learning experience of their students (Patall, Cooper, & Wynn, 2010). Overall, the effectiveness of homework is enhanced by providing students with choices among homework tasks, which will result in higher motivational and performance outcomes, students' autonomy, and intrinsic motivation (Patall et al., 2010).

If homework is appropriate, relevant and engaging it can help students by:

- Complementing and reinforcing classroom learning
- Fostering good lifelong learning and study habits
- Providing an opportunity for students to become responsible for their own learning
- Developing self-regulation process such as goal-setting, self-efficacy, self-reflection and time management
- Supporting partnerships with parents by connecting families with the learning of their children (Victoria Department of Education and Training, 2017)

The purpose of this document is to set out Anderson's Creek Primary School's policy for setting homework and expectations regarding homework for each year level.

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2 GUIDELINES (SCOPE)

Homework at ACPS is intended to:

- 2.1 Foster the practice of daily reading
- 2.2 Reinforce and practise reading, spelling skills and number drills being taught in the classroom.
- 2.3 Develop independent study habits and self-discipline
- 2.4 Develop time management skills
- 2.5 Complement and reinforce classroom teaching
- 2.6 Develop a sense of responsibility in students
- 2.7 Develop self-discipline
- 2.8 Provide homework that is appropriate to the skill level of the students
- 2.9 Acknowledge the importance of a balance between homework, after school play, leisure and sporting activities

3 IMPLEMENTATION (PROCEDURE)

In accordance with departmental guidelines, Anderson's Creek Primary School will strive to ensure that homework set by teachers is:

- Appropriate to the student's skill level and age
- Purposeful, meaningful and relevant to the curriculum
- Interesting, challenging and, when appropriate, open-ended
- Assessed with teachers and timely feedback and support provided
- Balanced with a range of recreational, family and cultural activities
- Not set on school holidays

At ACPS homework will be set according to the following guidelines:

Year Level	Homework type	Weekly expectations (7 days)
Prep/Foundation	- will mainly consist of daily reading to, with and by parents/carers or older siblings - learning of M100/M200/M300 sight words - may involve the gathering of additional information or materials	15 minutes x five days (10 minutes of this is reading)

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Grades 1 & 2	<ul style="list-style-type: none">- should include daily reading. This may be with parents/carer or older sibling or independently- combination of spelling and number games- may involve the gathering of additional information or materials	25 minutes x five days (15 minutes of this is reading)
Grades 3 & 4	<ul style="list-style-type: none">- should include daily independent reading- combination of spelling and number games- may involve the gathering of additional information or materials	30 minutes x five days (20 minutes of this is reading)
Grades 5 & 6	<ul style="list-style-type: none">- should include daily independent reading- combination of spelling and number games- occasional formal homework tasks may be set to support students time management and self-discipline skills in preparation for secondary school. This may include:<ul style="list-style-type: none">? Research projects? Writing tasks? Book reviews? Open ended Maths tasks? Completing surveys/questionnaires? Designing, making or responding to activities related to Inquiry Learning taking place in the classroom	35 minutes x five days (25 minutes of this is reading)

Role of teachers:

- Set appropriate home learning tasks for students with a seven-day completion cycle e.g. Monday - Monday
- Communicate the expectations of the task so students have a clear understanding
- Provide feedback in a timely manner to students and parents on completed and incomplete homework.
- Incomplete homework will be followed up by classroom teachers with the goal of developing responsibility and self-efficacy in each student
- In Grade Five and Six, student diaries will be used to record weekly homework expectations.

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Role of students:

- Ensure he/she takes home whatever material is required
- Complete set homework tasks
- Seek help from their parent and/or teacher if they are having difficulty

Role of parents:

While most students should not need the help of parents when they complete homework, parents do have a role to play. They should:

- Allow their child ample time to play and engage in other informal activities vital for each child's healthy development
- Model and support the value of daily reading practices
- Create a home environment that facilitates the student's homework
- Encourage independent problem solving but offer help when help is clearly required
- Encourage effort rather than achievement
- Report any difficulties to the teacher, including difficulty of work or excessive time taken
- Assist and supervise online research if required

Extended holidays:

Providing worksheets without the context of the learning being explicitly explained is not beneficial to the academic progress of a student. When families take extended holidays during term, teachers will suggest a journal or photographic diary be kept of the trip as well as time spent reading during the time away. A request for worksheets from teachers will be denied, however parents can access resources online and in book form.

4 SUPPORTING LEGISLATION OR REFERENCES

<http://www.education.vic.gov.au/school/principals/spaq/curriculum/Pages/guidelines.aspx>

<http://www.education.vic.gov.au/school/principals/spaq/curriculum/Pages/expectations.aspx>

<http://www.education.vic.gov.au/school/principals/spaq/curriculum/Pages/homework.aspx>

https://education.nsw.gov.au/policy-library/associated-documents/Hwk_Pol_guide.pdf

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Carr-Gregg, Dr Michael, “Breaking the homework habit”(September 28,2004 www.michaelcarr-gregg.com)

Hattie, J “Visible learning – a synthesis of over 800 meta-analyses relating to achievement” (Routledge, 2008)

Kohn, Alfie. “The Homework Myth: Why our kids get too much of a bad thing” (Cambridge, MA, 2006)

5. BUDGET

6. EVAULATION

The Education Sub-Committee will review this policy every three years. School Council will be responsible for the approval of the policy.

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