

ASHDALE PRIMARY SCHOOL

HOMEWORK POLICY 2017

Ashdale Primary has a documented approach to homework that takes into account the needs of the students and the phase of their development, and reflects the context of the school.

Homework can support higher levels of student achievement by extending the time available for students to consolidate skills and concepts learned at school. It also extends the time available for the exploration of new ideas and new situations

There is a community expectation that schools, secondary in particular, will set and mark homework. Many community members see homework as tangible evidence that the school cares about the educational progress of students. Homework can also be a means of furthering school-home relationships and can assist in keeping parents informed about the student's learning program and progress.

Consideration may be given to such matters as home reading programs, voluntary projects or activities which might become appropriate in the early childhood phase of development. As students progress through the early and late phases of adolescence, self-planned individual study and revision programs become important for many students. Schools may establish approaches on these issues as part of their documented approach to homework or deal with them as separate matters.

At Ashdale it is expected that homework will relate directly to the learning and teaching programs appropriate to the needs of students. Preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.

It should also be noted that there are some learning programs and extraneous situations where it may be determined that homework is not useful or appropriate.

PRINCIPLES

- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the student's age, development and educational aspirations;
- be balanced across learning areas so as to avoid stress and overload;
- be phased in gradually and consistently as students move through the upper primary years and sustained through the secondary years;
- be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs and learning area requirements;
- only be used to facilitate the achievement of learning outcomes;
- form part of a developmental learning program that is responsive to individual needs, clearly relevant, supported by classroom practice and, where appropriate, developed in collaboration with students; and
- be disassociated from any form of punishing students or means of securing discipline and there will be no penalty for students who do not complete homework tasks.

The information below is to be used as a guide for good practice.

PHASE OF LEARNING	Reasonable Time (per night)	Year group	Tasks
K-PP	K	K	Family time – Play games inside/ outside with family members, read a book together Subject-specific tasks eg. Family Tree
	Pre Primary	PP	Home reading – 4 nights a week 4 spelling words a week Subject-specific tasks eg. Science
Year 1-2	Year 1 20 minutes	1	Sight words (5 – 10 words per week) – spelling Home reading – 4 nights per week News – show and tell booklet Subject-specific tasks
	Year 2 20 minutes	2	Spelling Journal – 4 nights per week Home reading – 4 nights per week Oral language topics given out for the term (One topic to prepare for each week)
Year 3-4	Year 3 20 minutes	3	Spelling Journal - 4 nights per week Home reading – 4 nights per week Oral language topics given out for the term (One topic to prepare for each week) Subject-specific tasks eg. Music- recorder
	Year 4 20 minutes	4	Spelling Home reading 10 mins per night Web-based activities eg. studyladder Maths revision tasks (fortnightly) Subject-specific tasks eg. Music- recorder
Year 5-6	Year 5 30 minutes	5	Home reading 20 mins per night Web-based activities eg. studyladder Spelling sentences and word building Project work Subject-specific tasks
	Year 6 30 minutes	6	Home reading 20 mins per night Web-based activities eg. studyladder Spelling sentences and word building Project work Subject-specific tasks

SUMMATION

The Ashdale School Board endorsed the above policy, but recommended the implementation of the policy to be interfaced with the underlying principles of “Best Practice”.

To be reviewed September, 2018.