CHIFLEY PUBLIC SCHOOL HOMEWORK POLICY

Chifley P.S. Homework Policy is in line with the DET Homework Policy

**Rationale**

Homework is a valuable part of schooling. It allows for the practising, extending and consolidating of work done in class. Homework provides training for students in planning and organising time and continues to develop a range of skills in identifying and using information sources. Additionally it establishes habits of study, concentration and self-discipline. Research indicates that progress is greater in students who are given regular homework, and whose parents show interest in this.

**Guidelines:**

- In building up a home study pattern it is important that a student make maximum use of limited time. The ability to work unsupervised in the time available, and at a reasonable rate should be developed. Homework is not meant to, and indeed should not; occupy the majority of a child’s time away from the school.

- Homework is set for students not parents/caretakers. Parents/caretakers should be interested and co-operative but their role should be to provide time, space, materials and resources (e.g. a desk, access to a computer)

- If a parent/caretaker objects to homework this is his/her choice. In this case a note should be written by the parent/caretaker excluding the student from all homework.

- Teachers set homework according to our school policy. However it is the parents’/caretakers’ responsibility to see that the homework is done and also well presented.

- It is the responsibility of students to submit their homework to the best of their ability, completed and on time, to the appropriate teacher. Parents/caretakers will be informed both formally and informally as required if this does not regularly occur.

- While homework is an important component of the teaching and learning process, schools recognise that it is important for students to have time for play, leisure and physical activities outside of school.
What? When? How much?

- Homework may be given on Monday, Tuesday, Wednesday and Thursday evenings.
- **Students on extended leave will not be given formal individualised homework.** It is suggested that if appropriate they read daily, keep a diary and learn about their holiday environment.
- The completion of assignments and work that **SHOULD** have been done in school time is **NOT** considered as homework. It is additional to homework.
- Homework will vary according to the grade level of the student. Approximate times for concentrated daily effort could be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>5-10 min</td>
</tr>
<tr>
<td>Year 1</td>
<td>10-15 min</td>
</tr>
<tr>
<td>Year 2</td>
<td>15-30 min</td>
</tr>
<tr>
<td>Years 3 and 4</td>
<td>30-40 min</td>
</tr>
<tr>
<td>Years 5 and 6</td>
<td>50-60 min</td>
</tr>
</tbody>
</table>

**In general homework will consist of:**

**Kindergarten – Year 2**
Kindergarten teachers may introduce homework in Term 1. This will generally consist of home reading, Literacy and Numeracy tasks and news preparation. However, all activities at home or in play can assist students to develop a wide range of knowledge and skills including literacy, numeracy and problem solving. It should also be remembered that self-directed play in unstructured time is important. Literacy and Numeracy concepts can be introduced and consolidated in many family activities, including:

- shopping
- preparation of food
- listening to stories, learning songs and nursery rhymes
- conversations about what is happening at school
- interactive video and computer programs
- reading
- library borrowing
- family outings
- collecting items
- board & card games
- preparation of speeches

In Years 1 and 2, nightly home reading continues and more formal homework starts such as spelling and a weekly activity sheet consolidating work done in class that week.

**Years 3 – 6**

- Home reading (to parent/caretaker, or silently) and reading activities
- Learning of spelling lists, spelling activity sheets and text book activities
- Learning/practising of tables, mental computation, Mathletics
• Research as suggested by a teacher.
• Writing
• Preparation of speeches etc.

Although most homework is likely to be set in the areas of English, Mathematics and Human Society and its Environment, it could be set across all areas of the curriculum. As students progress, they increasingly work independently on their homework, but it is important that teachers continue to provide guidance and assistance particularly in the development of study and research skills.

**E.S.L. (English as a Second Language)**
New Arrival students will be given homework as soon as they are able to understand and complete activities with confidence. This homework will be written reinforcement of verbal activities studied in the intensive classroom. Second phase students will be given homework to assist their further practice and reinforcement of written English.

**Performing Arts – Years 3-6**
Occasionally research projects are given or scripts are to be rehearsed. Assignments will be accepted digitally or in hard copy formats.

**Reading Recovery**
Students are given nightly home reading activities to reinforce reading and writing activities completed in class.

**Procedures**
• A guide for parents/caretakers will be given early in Term 1 at the parent information Evening indicating individual teacher expectations e.g. how long to spend, standards of work, whether work is set weekly or daily etc.

• Work will be marked regularly on completion, and feedback given to students.

• All homework completed in a digital form should be accompanied with a hard copy.

**Homework Policy**

This policy has been revised/updated after discussion between staff, and parents and community members through the School Council.

Please read with your students and discuss. If you have any questions, please see your child’s teacher, in the first instance.

*Developed August 2014*