



# HOMWORK POLICY

## Scriptural context

*“To be wise you must first have reverence for the Lord. If you know the Holy One you have understanding.”  
Proverbs 9:10*

## Rationale

St. Patrick's Primary School believes that homework is beneficial for the development of students when it:

- Establishes and promotes good study habits for the present and future.
- Encourages responsibility for their own learning where the child is encouraged to set aside a regular daily session to read and complete homework.
- Encourages students to access and use resources other than those at school. i.e. local library, home library, web based...
- Reinforces work learnt at school.
- Is considerate of bus travel time for students and other cultural, sporting or family commitments.
- Allows for open communication between the parents and school.

*Marzano (1989) states “... it should not be expected to improve test scores. Instead, homework for young children should help them develop good study habits, foster positive attitudes toward school and communicate to students the idea that learning tasks work at home as well as at school (p.67).”*

## Aims

It is the aim of St. Patrick's homework policy that all students have set homework tasks. Parents/caregivers are expected to sight homework tasks and help their children manage their time when completing tasks.

## Guidelines

**Kindergarten/Year 1-** Homework focuses on reading and learning of sight words with spelling words included in Year 1. The children are given the opportunity to practise literacy and numeracy skills and at times, may also complete simple activities or projects from other Key Learning Areas.

**Years 2 to 6-** Homework focuses on reading and set tasks, which consolidates classroom learning. The children are given the opportunity to practise literacy and numeracy skills and at times, may also complete activities or projects from other Key Learning Areas.

## Parental Involvement

Bakker and Denessen (2007) specifies “.....the contribution of the home environment to educational outcomes lies not in how parents teach their children specific subjects or content, but how they guide and encourage their children in learning (p.18).”

To allow this parent/caregivers can create a home environment suitable for learning by:

- designating an area to do homework,
- providing access to reading material, and
- assisting with the organisation of homework
- sighting homework tasks and helping manage time when completing tasks.

## Guideline Indicators

- Time given to complete homework tasks will depend on the type of homework involved and the year level of the children.
- The types of homework set should be varied so that children are offered a variety of challenges.
- Homework should be relevant to school or class programmes.
- Teachers will check homework and provide timely and practical feedback and support.
- Teachers are under no obligation to set work for students who are withdrawn from school for holidays during the school term.
- Homework is to be signed by parents/guardian to show that parents are aware of work being completed (If required by the class teacher).
- Quality homework tasks include religious tasks, critical thinking activities, problem solving, writing, grammar, word knowledge, exploring current events, general knowledge, open ended tasks, student interests, creative and innovative tasks and physical activities.

## Suggested Time for Homework

Reading-	Homework
<b>Kinder/1:</b> 5 minutes minimum	<b>Kinder/1:</b> 10 minutes maximum
<b>2:</b> 10 minutes minimum	<b>2:</b> 15 minutes maximum
<b>3/4:</b> 15 minutes minimum	<b>3/4:</b> 15 minutes maximum
<b>5/6:</b> 20 minutes minimum	<b>5/6:</b> 20 minutes maximum

## Reflective Materials

- St. Patrick's School Learning and Teaching Policy
- Homework Policy: - Homework Guidelines. D.E.C. 2012
- The Art and Science of Teaching: Marzano, 1989
- Family-School Partnerships Framework, A Guide for Schools and Families, DEEWR, Australian Government, 2012