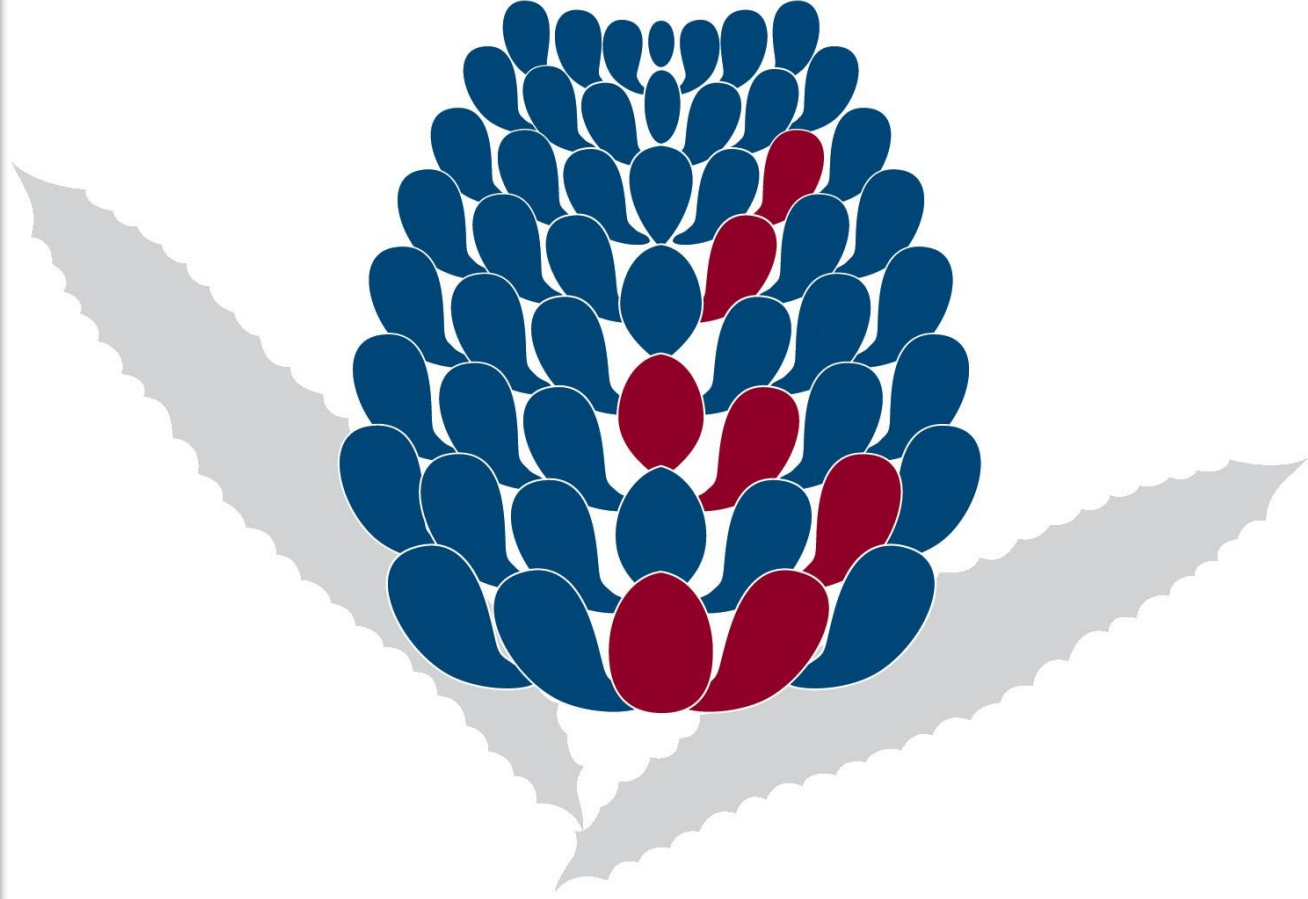


HOMEWORK POLICY & GUIDELINES

2024



POLICY UPDATE		
POLICY/CHANGE	DATE	BY WHOM
HOMEWORK	2019	Jennifer Bartlett
Review	2024	Kristy Spencer

RATIONALE

The Department of Education requires that all schools are to have 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.

Research into the benefits of homework is varied and some of this research indicates that homework can strengthen independent study skills and motivate students to set their own learning goals. Homework does not form part of a student's learning area grade assessment. The focus of homework is on positive learning outcomes and reinforcement of concepts taught, not to put additional burdens on students, families or teachers.

Department of Education Homework Guidelines specifically state that *'preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.'*

Homework that reinforces activities of a 'rote learning' nature is usually preferred over research projects and open ended tasks. Homework can also take the form of online learning activities, through a range of educationally based apps or websites. In upper primary years it may also consist of the completion of work from class.

Homework provides the students with opportunities to revise, consolidate and enhance their classroom learning. It can also be a means of furthering school-home relationships, support children to develop positive homework habits and assist in keeping parents informed about the students learning program and progress.

Homework can also take the form of parents providing additional learning opportunities for students and these activities often do not take the form of 'organised homework'. As a result of this approach, learning is seen to be more

natural and may include activities such as assisting with shopping and cooking, discussing the news, reading maps when driving, exploring the environment and so on. Some activities should be promoted and supported, simply for the benefits of personal wellbeing and leisure time, without necessarily being linked to an academic outcome; reading, being one such example.

PRINCIPLES

- Homework needs to be consistent with the intent of the Western Australian Curriculum and Assessment outlines and the school plans.
- Teachers need to ensure that individual classroom homework procedures are communicated clearly to parents and students.
- Homework must form a part of a developmental learning program that is responsive to individual needs and acknowledges different levels of development.
- Homework is not to be used as any form of punishment or discipline.
- Homework must avoid the dependence on unreasonable levels of parental assistance or resources that are not readily available to the student.
- Homework should adhere to time guidelines (see Appendix 1) and not impinge on a student's ability to participate in recreational, cultural or family occasions.
- Homework is not referenced in Summative Reports

GUIDELINES FOR TEACHERS

At WGPS, we are aware that the research on the practice of homework is mixed. By implementing a homework policy, we are focusing on the positive benefits of homework. We believe these implementation guidelines may reduce any negative impacts.

- Please read the principles of implementation in page one of this homework policy.
- Inform parents of homework guidelines and the policy at the beginning of the year.

- Please adhere to the guidelines of time restrictions (see Appendix 1).
- Homework tasks must be clearly communicated to parents (through a variety of ways, such as; parent information nights, letters, Connect notices or informal meetings).
- Homework tasks must be clearly communicated to students (for example, explain to students in the early years of schooling that they are required to read a book every night).
- Homework tasks may be negotiated with parents if necessary.
- Homework tasks may need to be adjusted to students with additional needs. Respect the child's knowledge and skills.
- Homework tasks that form part of a 'research project' are of very little benefit unless students have specifically been taught the research skills needed to complete the project.
- Collaborate with teachers in similar year levels on suitable homework tasks.
- Teachers are not to provide homework for students who are on vacations.
- Failure to complete homework cannot result in student consequences.

APPENDICES

1. Implementation Guidelines for Parents

IMPLEMENTATION GUIDELINES

APPENDIX 1

The following is a guide as to the weekly commitment and possible homework tasks that may be given by the teacher. It is recommended that this apply for no more than 4 nights a week.

Year level	Suggested time	Examples of appropriate homework tasks
K/PP	15 minutes with a parent.	<ul style="list-style-type: none">• Parents to read a story to their child.• Reading Comprehension packs - available from teachers and library• Preparation of oral language activities• Re-tell of stories• Pre-numeracy skills (counting, identifying patterns, shapes and numbers)• Home readers
1/2	10 - 15 minutes with a parent.	<ul style="list-style-type: none">• Nightly reading *• Preparation of oral language activities• Phonics, spelling and word recognition practice• Practise and reinforcement of number facts
3/4	20 minutes, developing independence from parents.	<ul style="list-style-type: none">• Nightly reading *• Journal writing• Spelling words• Online learning opportunities• Practise of Mathematics concepts taught in class• Exposure to research[^] and problem solving tasks
5/6	30 minutes, using parents as needed.	<ul style="list-style-type: none">• Nightly reading *• Practise and reinforcement of exercises arising from classwork• Book reviews• Online learning opportunities

* May include reading for an academically related reason, or simply reading for pleasure that isn't associated with the notion of 'homework'

GUIDELINES FOR PARENTS

How to assist your child with their homework at home:

- Provide your child with a quiet time and place to do homework.
- Show a genuine interest in your child's homework and become involved, but refrain from doing it for them.
- Establish a homework routine and be aware of homework procedures, e.g. Reading Folder, Homework Diary, Spelling journal.
- Find ways to incorporate informal learning into afternoon and evening routines.
- Ensure that your child has the tools necessary to complete the homework, e.g. pens, pencils, calculator, ruler, eraser, glue, scissors and paper.
- Keep in touch with your child's teacher, especially if difficulties are experienced.
- Supervised access to the internet may assist students engaged in research tasks, but avoid cut and paste activities.
- Provide encouragement and praise.
- Listen to your child participate in oral reading activities.
- Discuss with your child the benefits for them of completing homework, especially in relation to preparation for developing independence in future years of schooling, study and workforce
- Talk positively about school and study.