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Government of South Australia

Department for Education and
Child Development

HOMework GUIDELINES

This guideline is applicable to: all DECD employee at West Lakes Shore School R-7

DOCUMENT CONTROL

Managed by: PRINCIPAL	Responsible position: Sue Toone	Version: 1.
Contact person: Sue Toone	Approved by: Governing Council	File number:
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REVISION RECORD

Date	Version	Revision description
15/10/2015	1	Initial draft
25/11/2015	1.1	Final draft
4/12/2015	1.2	Approved document with final editing.

1. TITLE: WEST LAKES SHORE SCHOOL HOMEWORK GUIDELINES.

2. PURPOSE: To set clear guidelines for students, staff and parents on the purpose, place and type of homework or home learning that is expected at West Lakes Shore School.

3. SCOPE: These guidelines explain the basic rationale and expectations for homework from Reception to Year 7.

4. OBJECTIVES: To make clear to students and families the processes of communication about the types and extent of homework or home learning that they can expect at each level of school.

5. GUIDELINE DETAILS

Rationale: Learning is developmental and ongoing and can occur in many different ways and places. Students learn by doing, seeing, trying and practising at home, at school, in the playground, in the community and with friends. Learning at school is one part of the learning continuum. After learning at school it is essential for children of all ages to play, relax and join in other activities such as sport, visiting friends and family and participating in hobbies, clubs and community events. There are also experiences and activities that students can undertake at home that support, reinforce and add value to the specific learning they do at school.

Homework should be:

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open ended
- assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities.

Types of homework that maybe expected at West Lakes Shore.

For students in Reception, Year 1 and Year 2. Homework will concentrate on building reading and early writing skills. Reading at home for some time (15- 30 minutes) every week night is the ideal for students at these levels.

For students in Years 3,4 and 5 Homework will focus on development and consolidation and skills such as reading and basic number fact practice. It also supports developing sound study habits and some may include some preparatory work for the learning. It can be expected to take about 30 minutes for 3-4 nights per week.

For students in Year 6 and 7 Homework will consist of longer term pieces of learning linked to the class program and requiring students to practise and develop skills in time management, organisation, self discipline and self direction. There may also be some time needed for development and consolidation of specific skills and completion of class work for some students.

More information about possible homework types.

Developing and consolidating specific skills and knowledge might include:

- reading for pleasure
- practising sight words
- recognising and practising phonics
- practising spelling words
- practising physical education skills
- practising of number facts
- writing essays and other creative tasks
- practising and playing musical instruments
- completing consolidation exercises for Mathematics
- practising words/phrases learnt in a Language Other Than English

Developing sound study habits and involving students in seeking out their own information might include:

- time management in completing assignments, contracts.
- organisational skills in regard to a sequence of tasks, etc.
- responsibility for own progress and learning.
- revising information about a current topic.
- involve students in seeking out their own information e.g.:
- develop research skills.
- take control of their learning.

Continuing their enjoyment of a learning experience might include:

- additional self-directed research.
- adding extra detail to a piece of work.

As required, completing work which they have not managed to finish during the allocated time in class, for example:

- some children require more time for some tasks
- some activities are introduced in class time and a reinforcing activity is provided as a follow up.

Providing opportunities for parents to work with their child on a learning task and become actively involved in their child's education. They might be preparing for learning by:

- undertaking research
- thinking or asking questions at home to gain background information
- collecting newspaper articles
- researching topics for class work
- reading background material for History
- reading English texts for class discussion

6. ROLES AND RESPONSIBILITIES

Party / Parties

Roles and responsibilities

The school leadership shall:

- advise parents of homework expectations at the beginning of the school year and provide them with a copy of the homework policy via the school website.
- ensure that all teachers provide clear guidelines about the quantity and type of homework that will be set for their classes at the beginning of the year.
- ensure that teachers working at the same year levels develop combined approaches to homework to ensure similar expectations.
- Support staff to follow up with parents if a student regularly fails to complete homework
- encourage the staff to work with parents/guardians to establish good homework patterns from early primary school
- ensure that students have diaries, communication books or other formats to provide a regular communication between parents and the school.

Homework time can be enjoyable for parents and help build an understanding of your child's learning. For some children though homework can at times be stressful creating stress for parents as well.

Parents and carers can help students with their homework by:

- setting aside a regular time and a designated homework area and turn off distractions like the television.
- checking that the set homework has been completed and sign their child's diary or communication book each night/weekly. (As specified by individual teachers).
- encouraging a regular daily session to examine and complete homework
- discussing key questions or suggesting resources to help with homework
- helping to balance the time spent between homework and recreational activities
- asking how homework and class work is progressing, and acknowledging success
- attending the school events, productions or displays their child is involved in
- talking to teachers about any homework problems
- checking if homework has been set
- ensuring students use their diary
- reading texts set by teachers
- discussing their child's responses to set texts and asking to see their completed work
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history and language.
- encouraging children to have a try and put effort into their homework, letting the teacher know if the child genuinely seems unable to understanding the work .
- using homework to help develop their child's organisational skills and sense of responsibility.
- Refraining from completing homework for the child and liaise with school if they think their child has been set too heavy a load to get the balance right.
- Praise and encourage their child to boost their confidence and gauge their needs by

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- listening and discussion.
 - encouraging the child to use the library or internet to develop their research skills

Parents are asked to draw the teachers' attention to:

- any circumstance which has led to homework not being completed. Teachers will negotiate with individual children, if and how the home learning activity is to be completed.
- long or short term events which may make it difficult for a child to complete homework. In such cases, teachers and parents will negotiate homework requirements.
- situations where a child appears to be spending excessive amounts of time or minimal time on homework.
- If the child is regularly distressed and/or angry when doing homework.

In each of the above situations, and in regard to any concern you may have, as a first step, parents are encouraged to write a brief note in their child's diary. If the problems are continuous or causing high levels of anxiety to the child or the parent, make a time to meet with the teacher.

On occasions, students will be required to complete work at home due to off task behaviour during the day. If this becomes a regular occurrence parents will be invited in for an interview.

Teachers can help students with their homework by:

- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- helping students establish a home study routine
- giving students enough time to complete homework, considering home obligations and extracurricular activities
- assessing homework and providing timely and practical feedback and support
- making effective use of homework diaries for upper primary students
- coordinating the allocation of homework by different teachers in year levels.
- helping students develop organisational and time-management skills
- ensuring that students have good information skills
- ensuring parents and carers are aware of the school's homework policy
- developing strategies within the school to support parents and carers becoming active partners in homework.

In planning homework activities teachers consider:

- * individual and group needs
- * class and school themes and priorities
- * homework set by other teachers
- * local events
- * students' out of school activities
- * weather - e.g. extreme heat
- * the capacities of families to support where English is not spoken as the main language in the home
- * situations where the child is part of shared custody arrangements and may change the household in which they are doing the homework regularly

Students can support their own learning at home by

- Taking the required materials home
- Recording their homework requirements in their diary or communication book
- Talking with their parents about the homework expectations
- Letting their teacher know if they are unable to complete homework for any reason
- Hand in their homework when expected
- Put effort into their homework and set a high standard for work done at home

7. MONITORING, EVALUATION AND REVIEW

The homework guidelines will be shared and explained to all staff as part of the initial induction at the beginning of each year.

Governing Council and staff will review the guidelines on a regular basis or as questions and concerns are raised by significant numbers of parents, students or staff.

8. DEFINITIONS AND ABBREVIATIONS

Term	Meaning

9. ASSOCIATED DOCUMENTS

The Australian Curriculum – www.australiancurriculum.edu.au
[Curriculum, Pedagogy, Assessment and Reporting Policy for Reception – Year 10 \(PDF 131KB\)](#)
[Learner Wellbeing Framework for Birth to Year 12](#)

10. REFERENCES

Victorian Homework Guidelines.