

## HOMWORK POLICY

### PURPOSE

The purpose of this policy is to outline Saltwater P-9 College's expectations for homework and at-home learning. Our key objective at Saltwater P-9 College is to ensure that purposeful homework is assigned to support and foster lifelong learning and connect families with the learning of their children (*Department of Education, 2021*).

### SCOPE

This policy applies to students in all year levels, staff responsible for setting and monitoring homework, and parents/carers within our Saltwater P-9 College learning community.

### RATIONALE

Saltwater P-9 College has developed this Homework Policy in consultation with the School Council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers

## DEFINITIONS

**Homework means tasks assigned to students by teachers intended to be carried out during non-school hours.**

## POLICY

**The school acknowledges that homework should suit the personal and developmental needs of students.**

**At Saltwater P-9 College, homework will be assigned that meets any of the following objectives (Marzano, 2017):**

<b>Homework to practise a process or skill</b>	<b>Students who have demonstrated the ability to independently perform a process or skill, practise this independently.</b>
<b>Homework to deepen knowledge</b>	<b>Students consolidate learning that has taken place in the classroom. This can be related to specific curriculum areas, individualised learning goals or a real-life application of skills or knowledge gained in the classroom through an inquiry style project.</b>
<b>Homework to extend knowledge</b>	<b>Tasks that are intended to move learning beyond what has been achieved in the classroom. For example, adding breadth to a student's existing knowledge through extension activities.</b>
<b>Homework to preview</b>	<b>Students are required to read a passage of text/viewing content that introduces a concept or idea that they will further explore in class (also known as 'flipped learning' (Hattie, 2014)). Students may also practise using prerequisite skills (skills taught in previous years) prior to beginning a learning cycle.</b>
<b>Parent-assessed homework</b>	<b>To assist students with homework, family members may listen to their child read, ask reflective questions, or listen to their children give an oral summary of material read. Parents should act as supporters, not teachers, when assisting with homework, and should have a clear idea of their role and what is expected of them.</b>

## EXPECTATIONS

### Prep/Foundation

In the first year of primary school, the objective of homework is to practise and apply skills which have been learnt during class time.

Homework will consist of:

- reading to, with and by parents/carers

Homework may consist of:

- simple reinforcement tasks associated with classroom activities
- gathering of additional information or materials
- reading of high frequency words
- spelling of high frequency words
- preparing a short oral presentation that will be presented in class

Homework will generally not exceed 40 minutes weekly and should be completed for no more than 10 minutes per day and will not be set on weekends or during holiday periods. However, to allow for flexibility, families have the option of completing the set homework over the weekends if required. Reading should comprise most of the 10 minute homework time allocation.

### Years 1 and 2

In the early years (Years 1 and 2), the objective of homework should be to practise and consolidate the concepts that have been introduced during class time. It is also intended to introduce the concepts of self-discipline and responsibility.

Homework will consist of:

- reading to, with and by parents/carers

Homework may consist of:

- simple reinforcement tasks associated with classroom activities
- gathering of additional information or materials

- preparing an oral presentation that will be presented in class
- reading of High Frequency words
- spelling of High Frequency words and individual words

Homework will generally not exceed 60 minutes weekly and should be completed for no more than 15 minutes per day and will not be set on weekends or during holiday periods. However, to allow for flexibility, families have the option of completing the set homework over the weekends if required. Reading should comprise at least 10 minutes of the daily homework time allocation.

#### Years 3 and 4

In Years 3 and 4, the objective of homework should be to practise and consolidate the concepts that have been introduced during class time but also enable students to build on the concepts of self-discipline and responsibility to prepare them for Years 5 and 6.

Homework will consist of:

- daily independent reading and on occasion, reading to or with parents/carers or older siblings

Homework may consist of:

- practicing fluency related concepts such as recalling facts related to the four operations
- real life application of skills acquired in class
- preparing an oral presentation that will be presented in class
- reading of High Frequency words
- spelling of High Frequency words and individual words
- practicing handwriting
- extension of class work through differentiated work related to learning in class via digital programs (e.g. Essential Assessment).

Homework will generally not exceed 80 minutes weekly and students are generally not expected to spend more than 20 minutes per day on homework and will not be set on weekends or during holiday periods. However, to allow for flexibility, families have the option of completing the set homework over the weekends if required. Reading should comprise at least 10 minutes of homework time allocation.

#### Years 5 and 6

In Years 5 and 6, the objective of homework is to build on the concepts of self-discipline, responsibility and initiative, in order to prepare students for secondary school.

Homework will consist of:

- daily reading, mainly consisting of independent reading but can include reading to, and with a family member

Homework may consist of:

- extension of class work
- previewing content in the form of text or video linked to upcoming learning
- practise of prerequisite skills in preparation for an upcoming unit
- student-driven and directed inquiry project
- individualised goal-based learning
- extension of class work through differentiated tasks related to learning in class via digital programs (e.g. Essential Assessment)
- student choice based on relevant options.

Homework will generally not exceed 120 minutes weekly and students are generally not expected to spend more than 30 minutes of homework daily and will not be set on weekends or during holiday periods. However, to allow for flexibility, families have the option of completing the set homework over the weekends if required. Reading should comprise at least 15 minutes (of daily 30 minutes) of homework time allocation.

#### SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

## ROLES & RESPONSIBILITIES

### SCHOOL

The school will support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and providing them with a copy of the homework policy on our school website
- encouraging parents/carers of early primary school aged children to read to, and with, their children for enjoyment.

### TEACHER

Teachers will:

- communicate a clear purpose for homework
- equip students with the skills to solve problems
- set varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- give students enough time to complete homework, considering home obligations and extracurricular activities
- assess homework and provide timely and practical feedback
- help students develop organisational and time-management skills
- ensure parents/carers are aware of the school's homework policy
- develop strategies within the school to support parents and carers becoming active partners in homework
  - offer a wide range of opportunities for families to engage in their child's learning.

## STUDENTS

It is expected that students will take responsibility for their own learning by:

- discussing homework expectations with their parents/carers
- clarifying expectations with their teachers in a timely manner
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

## PARENTS/CARERS

Parent support for homework has a positive effect on achievement, whereas direct instruction by parents can have the opposite effect (Hattie, 2009). Parents may discuss homework tasks with their child and ask questions about their child's understanding of the task, however students should complete tasks independently.

It is expected that parents/carers will support their children by:

- developing a positive and productive approach to homework
- encouraging regular daily reading
- providing a place for their child to do their homework, allow time to do the homework and provide appropriate resources
- encouraging a regular daily session to examine and complete homework, helping to balance the amount of time spent between homework and recreational activities
- establishing a consistent schedule for completing homework
- understanding their child's homework expectations
- communicating to the teacher if homework tasks are too difficult for their child/or any other concerns
- signing the Homework Record Sheet as requested by the teacher (nightly or weekly)

- ensuring there is a balance between the time spent on homework and recreational activities
- reading to their child/ren, talking with and involving them in learning opportunities during everyday household routines and physical activity
- 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.

### **Support for Students, Parents/Carers**

Teachers understand that students have different learning styles and interests and may approach learning activities and homework differently. If you are concerned that your child may not understand the homework tasks that have been set for him or her or is spending a long period of time completing their homework, we encourage you to speak to their class teacher or Year Level Assistant Principal.

Students who do not complete set homework tasks will be followed up by the class teacher. Depending on the circumstances regarding incomplete homework tasks and subsequent concerns regarding students' responsibilities, parents may need to be contacted.

### **COMMUNICATION**

This policy will be communicated to our school community in the following ways:

- included in staff induction processes and staff training
- available publicly on the school's website
- hard copy available from school administration upon request.

### **FURTHER INFORMATION AND RESOURCES**

- **School Policy and Advisory Guide:**
  - [Homework Guidelines](#)
  - [Homework – Department Policy](#)

### **POLICY REVIEW AND APPROVAL**



<b>Approved by</b>	<b>Principal</b>
<b>Next scheduled review date in 2 years</b>	<b>March 2026 N.B. (Mandatory review cycle is 2 years)</b>