

HOMEWORK POLICY

Rationale

Research indicates that homework has minimal effect on student learning. However, homework is considered an important component of a student's education, by many parents. A whole school approach to homework will assist to further develop the partnership between school and home. It also provides an opportunity for students to review and revise important concepts that have been taught in class, and develop independent organisation skills.

Guidelines

Homework should:

- support the student's independent work habits as they progress through primary school into secondary years;
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
- only be used to facilitate the achievement of learning outcomes;
- form part of a developmental learning program that is differentiated based on student needs and supported by classroom practice;
- be disassociated from any form of punishing students or means of securing discipline; and
- consider individual student's interests and needs.

Expectations

- Homework to be marked by teachers but not used to assess students;
- It is used to review and revise concepts covered in class. Students must be able to complete homework independently. (SAER students' homework must target individual needs);
- Uncompleted homework will not incur a negative consequence, however, rewards can be used to encourage students; and
- Parents can choose that their child not receive homework – Request a note or verbal confirmation from parent.

Roles and Responsibilities

- Class Teachers will set weekly homework for basic academic skills which are linked to classroom content and revision; and activities designed to encourage the development of the whole child.
- Parents will support, encourage and engage with their student in the homework task. Parents will decide based on their student's and family's needs as to how they engage with homework.
- Students will engage with homework to the best of their ability and will work towards appropriate management of time and monitoring/selecting of activities to meet their needs

Year Group	Core Learning Practice	Extra Activities
Kindy	<ul style="list-style-type: none"> • Some play-based ways to support a child's social, emotional, physical, and academic growth at home will be provided by your classroom teacher. 	<ul style="list-style-type: none"> • It is optional to engage in the activities suggested.
Pre-Primary	<ul style="list-style-type: none"> • Read a book together and ask comprehension questions • High frequency words & sounds • Decodable texts (when ready) • Counting skills 	<ul style="list-style-type: none"> • Play a board game. • Comprehension questions with library book
Year 1	<ul style="list-style-type: none"> • Read a book together and ask comprehension questions • High frequency words & sounds • Decodable texts (when ready) • Basic math facts 	<ul style="list-style-type: none"> • Play a board game. • Comprehension questions with library book
Year 2-6	<ul style="list-style-type: none"> • MyOn Reading (20 – 30mins) Renaissance reading • Spelling Sound Focus • Timetables/basic math facts 	<ul style="list-style-type: none"> • Seesaw or Teams activities • Research Projects • Novel Studies • Typing Practice

Department Guidelines:

https://www.education.wa.edu.au/web/policies/-/homework-guidelines?p_l_back_url=%2Fweb%2Fpolicies%2Fsearch%3Fq%3Dhomework

Teachers are not required to set homework over holiday periods or at times where students are taken on in-term vacations.

Unwell children should rest and recover. Teachers are not required to set homework for unwell children who are absent for a short period of time.