

# HOMEWORK POLICY



## RATIONALE / BELIEFS

Homework for primary school children should be minimal, in order that a balance of play, rest and exercise can be achieved. In the early years homework should largely be informal and non-compulsory. As children move towards the upper primary years they should progressively be exposed to more structured homework requirements in order to facilitate a smooth transition to secondary school through the development of good study habits. Homework should always be seen as a vehicle to enhance student learning outcomes and foster positive school/home partnerships.

## ALTERNATIVES TO HOMEWORK WHICH SUPPORT STUDENT LEARNING.

- **All Years.**
  - cooking [teaching them to cook could be the kindest thing you do for your child and it helps with maths, reading etc]
  - reading stories at bedtime
  - board games, card games, dice games
  - outdoor games and activities
  - play charades and other drama type activities
  - reading newspapers and magazines
  - watch news and current affairs on TV together and talk about the issues
  - do crosswords, puzzles and jigsaws
  - use a computer if you have one to search for interesting educational internet sites

## POLICY

*These statements are to provide for a uniform approach to homework at Rossmoyne Primary School. They articulate a clear position to parents and teachers about expectations and have been developed in consultation with all parties.*

## TIME ALLOCATIONS and NATURE OF HOMEWORK

- **Years P-2**

No formal homework set but **daily reading at home is strongly encouraged for 10-20 minutes**. This should involve children reading to parents, parents reading to and with children and children reading independently. Practising of sight words and spelling words may be expected from time to time. Counting numbers and number based games can effectively assist with numeracy. In addition there may be occasional incidental homework to support classroom activities.

- home reading – parents, students, parents & students
- voluntary searches for information and artefacts to support classroom themes and/or activities.

- **Years 3-4**

No formal homework set but **daily reading at home is strongly encouraged for 20 minutes**. This should involve a combination of children reading to parents, parents reading to and with children and children reading independently. Practicing of sight words, spelling words and tables may be expected from time to time. Games involving numbers and mental calculations whilst shopping and travelling can effectively assist with numeracy. Helping younger siblings can also benefit both parties. In addition there may be occasional incidental homework to support classroom activities.

- home reading – shared and independent
- voluntary searches for information and artefacts to support classroom themes and/or activities
- voluntary practise of basic number facts
- finishing off work that has adequate school time devoted to it but remains incomplete
- incidental homework to support classroom learning – sometimes within a specified timeframe

- **Years 5-6**

Up to **20 minutes of independent reading is strongly encouraged**. Parents are still encouraged to read to and with children. Games involving numbers and mental calculations whilst shopping and travelling can effectively assist with numeracy. Monday – Thursday students work towards an established routine of up to 30 minutes of set homework daily.

- independent home reading
- completion of work missed due to PEAC, SIM or sporting activities
- voluntary searches for information and artefacts to support classroom themes and/or activities
- finishing off work that has adequate school time devoted to it but remains incomplete
- incidental and specific tasks to support classroom learning
- practise of basic number facts.
- targeted strategies to reinforce new concepts

*Where homework is set at any stage it is expected that students will be provided with appropriate feedback from the teacher. Students who fail to complete required homework without adequate reason may be asked to complete it in their free time at school.*

## STUDENTS NEEDING ADDITIONAL SUPPORT

- Some students have particular learning needs due to a learning difficulty or developmental delay. On occasions it can be useful to support such students with targeted specific activities designed to reinforce or develop a concept. Teachers and parents can work together to negotiate such activities always based on the premise of encouraging and supporting the child not pushing them beyond their limits.