



Newbridge Heights Public School **HOMEWORK POLICY**

Rationale

The purpose of the homework policy for students, staff and parents/carers at Newbridge Heights Public School is to have a uniform approach and understanding of homework across the school community.

Policy Statement

The current school population has varied educational, cultural and family values, which influence the attitudes and expectations concerning the amount, type and purpose of homework.

The school believes that the educational benefit of homework includes the following:

- allows for practising, extending and consolidating stage-based outcomes
- develops a future focussed range of skills in identifying and utilising information sources and extends the core learning skills of inquiry and independent study
- encourages habits of study, concentration and self-discipline
- provides parents and carers with insights into what is being taught at school

The school believes that homework:

- takes into account students' home responsibilities and extracurricular activities
- is regularly monitored by the class teacher and feedback including suggestions for improvement is provided
- provides students with the opportunities to apply learned knowledge, or review, revise and reinforce newly acquired skills
- should take into consideration student's additional learning needs when preparing homework
- is supported by teacher/s, parents and carers but is ultimately the student's responsibility

In the instance where it is the belief of parents/carers that homework does not benefit the learning needs of their child or family values, an 'opt out' preference is available for the grid section. Please note the left section homework is expected to be completed and will be reported upon in the student report. Where a parent chooses to 'opt out', it is at their discretion if they wish to 'opt in' during the school year. Parents will be consulted on their 'opt out' preference at the beginning of each school year. It will be assumed that in the event that no communication is received from parents/carers, the student will be expected to complete homework.

Successful Practice

Early Stage 1

Teachers will set appropriate homework in accordance with stage related outcomes. Homework set in Kindergarten should consolidate the learning of early literacy and numeracy skills. Wherever possible, homework should recognise the value of technology. However, students who do not have access to such technology at home should not be disadvantaged.

Stage 1

In Stage 1 consideration should be given to the setting of homework in accordance with stage related outcomes. Homework should reflect the content, skills and themes taught in class. Activities related to literacy and numeracy skill development should be considered when planning homework. Wherever possible, homework should recognise the value of technology. However, students who do not have access to such technology at home should not be disadvantaged.

Stages 2 and 3

In Years 3-6 consideration should be given to the setting of homework in accordance with stage related outcomes. It is the expectation that these students are developing and refining the skills to be able to complete homework independently. It is also important that students have the opportunity to experience different types of homework and that the amount of time that students are expected to work on homework is appropriate. Wherever possible, homework should recognise the value of technology. However, students who do not have access to such technology at home should, however not be disadvantaged.

Stakeholder Expectations:

Parents and carers:

It is the expectation that parents and carers will:

- annually (or at the discretion of the parent throughout the year) inform teachers of their 'opt in/ opt out' preference
- encourage and support students to complete homework
- support teachers to monitor homework and be aware of the amount of homework set
- communicate with teachers any concerns about the nature of homework
- discuss concerns with their child's class teacher in regards to: learning requirements, changes in the family's circumstances, or other issues relevant to their child's learning

Teachers:

It is the expectation that teachers will:

- ensure that students and parents or carers are aware of the school's homework policy
- provide homework activities related to stage based outcomes
- ensure that students are aware of what is expected of them, and how they will receive feedback
- provide students sufficient time to return their homework, taking into account competing home obligations and extracurricular activities
- inform parents or carers of any issues concerning their children's homework
- in the instance that parents or carers have 'opted in' to homework, if homework is not regularly returned a note will be sent home

Students:

It is the expectation that students will:

- be aware of and comply with their parents 'opt-in, opt-out' preference
- complete and return homework within the given time frame
- seek assistance from teachers and parents or carers when difficulties arise
- ensure homework is completed to the best of their ability

This policy was written in consultation with:

- Department of Education & Communities Homework Policy Guidelines, May 2012.
- Representation from the Executive, Staff and P&C were involved in the formulation and implementation of the school's homework policy
- Parents and Carers, and students were involved in the data collection process