

# HOMework POLICY

## PREAMBLE

In the following document, basic guidelines for the provision of Homework throughout the school have been established. Although we believe the statement to be a basis for homework at Stirling North Primary, it does not address special circumstances that may occur for each family and child.

For this reason we would like to make the following points:-

1. Homework should reflect the needs and interests of each child and should be negotiated by teacher and pupil. Regular communication is welcomed between parents and teachers regarding the children's homework.
2. Situations may arise when due date of homework assignments may need to be negotiated between the students and the teacher. This should be done well before the due date. Homework assignments cannot be ignored, but alternative due dates and homework times may be arranged. Time constraints will include out of school activities such as sports practice, music practice, family commitments, etc.
3. The suggested times for Homework as stated in the policy need not be strictly applied in all situations. The optimum time is specified on the schedule and in the case of the Junior Primary, reflects the need for reading time and the sharing of books at home.

Primary homework may also include some Reading time, although not specifically stated. If no formal homework is set, then children may spend some time quietly reading, learning tables and practising number facts.

## WE BELIEVE

1. That learning is a lifelong process.
2. That communication between parents and school is vital and homework may assist the link.
3. That homework provides an opportunity for parents to be involved in their child's formal learning.
4. That all children should become responsible for their own learning.
5. That all children should develop a positive attitude to learning and to discovering more about their world.
6. That homework practises and reinforces the skills, knowledge and learning done during the school day

## THEREFORE WE AIM.....

1. To provide opportunities for children to be in greater control of their own learning
2. To provide a link between home and school which is based on each student's needs.
3. To give parents an opportunity to work co-operatively with their children on educational tasks.
4. To give children opportunities to foster and practise responsibility for their own learning.
5. To give opportunities for children to have their work acknowledged by parents and teachers alike for self-motivated projects and independent learning.
6. To give children an opportunity to learn about the world around them outside of school.

## SCOPE AND CONTENT

The following are examples of the types of activities that may be part of set homework.

### Reading

- Reading aloud to parents
- Silent
- Projects
- Research
- Listening to stories
- Discussions

### Tables

- Revision
- Quick testing by parents
- Surveys

### Number Facts

- Revision
- Quick testing by parents
- Completion of maths work

Collecting materials

### Spelling

- Set lists
- Testing by parents
- Learning for tests
- Word activities

Playing Educational Games

Watching recommended TV

Current Events

Learning LOTE Words

### Practising

- Memorising plays
- Musical instruments

Completing work

Show and tell of school work to parents

## METHODS AND PROCESSES

As children have different learning styles, discussion between parents and teachers will lead to the most appropriate methods and processes for individual children. However, the following are some of the methods teachers may use to make Homework an effective class practice.

- Keeping and checking on diaries on a daily or weekly basis.
- Setting individual tasks on a daily or weekly basis.
- Homework contracts.
- Keeping reading records.
- Having parents sign tests and schoolwork.
- Communicating test results.

## TIME ALLOCATION

These are suggested optimum times which may be negotiated. The setting of homework is not mandatory and need not be applied in all situations.

Year Level	Days	Minutes per night	General Nature of Homework
Reception	3	5-10	Less formal
1	3	5-10	↑ ↓
2	3	5-10	
3	3	10-20	
4	3	10-20	
5	3	10-20	
6	3-5	20-30	
7	3-5	30-40	

## CONSIDERATIONS FOR TEACHERS WHEN SETTING HOMEWORK

- The task should be clarified at school
- The task should be relevant to the child's needs or interests
- The task should be appropriate to the children's age level
- The task should not be new but relevant to the class program
- The task should not be a punishment but could be used as a motivation for children to complete classroom tasks within the set time