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## HOMework POLICY: PRIMARY SCHOOL

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### 1. PREAMBLE

The Primary School at John Wollaston Anglican Community School (the School) is authorised as a World School of the International Baccalaureate (IB) for the Primary Years Programme (PYP). This policy has been developed with reference to the following statements:

#### **THE JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL MISSION STATEMENT:**

*We enable our students to discover their passion and direction in life and make a positive contribution in the world.*

#### **THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT:**

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

### 2. WHAT IS HOMEWORK?

Homework is meaningful learning that occurs outside of the classroom and is organised by the classroom teacher. Homework complements classroom learning and provides further opportunities for students to be responsible for their own learning. Homework also provides the opportunity for parents (and other family members) to engage with their child's learning.

In the Primary School, homework is used to reinforce learning which has taken place during school-time. Homework should allow children to demonstrate what they know and can do. Homework is differentiated to take account of individual needs.

### 3. HOW IS HOMEWORK IMPLEMENTED?

We respect the importance of family life and activities outside of the school day, which benefit children both socially and academically. Therefore, we believe that homework should not be too time consuming or difficult to complete. Any issues with homework requirements should be discussed with the classroom teacher in the first instance.

Set homework will be spread over a week or two and is not expected to be completed on any one day, providing students with an authentic context for managing their own learning (learner agency), a key outcome of the PYP. We encourage students to finish all homework tasks and have high expectations that this will occur. However, no sanctions will be imposed on students from Kindergarten to Year 4 who do not complete their homework. In the Upper Primary Years, we prepare students for Secondary School, and therefore expect all tasks to be completed and handed in as requested by the classroom teacher.

#### 4. HOMEWORK GUIDELINES IN THE PRIMARY SCHOOL

- 4.1. Teachers will regularly set and discuss homework tasks with students, clarifying expectations and timelines.
- 4.2. Each set task will be purposeful, meaningful and relevant to the current or previous classroom experiences.
- 4.3. Teachers will provide feedback on set homework, to the student, either in the form of a comment or against set criteria.
- 4.4. Reading will be a significant proportion of the homework allocation for all year levels.
- 4.5. Consideration will be given to students who are not able to complete the set homework during the school week.
- 4.6. Parents may discuss homework expectations when students are going on a personal holiday; however, it is not the teacher's responsibility to prepare additional homework.

#### 5. DEVELOPMENTAL EXPECTATIONS

##### 5.1. KINDERGARTEN

Homework will generally not exceed 10 minutes per day and will not be set on weekends or during holiday time. Reading with each child should comprise most of the homework time allocation. Examples of homework activities:

- Reading books e.g. Counting books; nursery rhymes; general picture books
- Counting in sequence and counting objects
- Encouraging children to ask and answer questions
- Playing simple games
- Talking about sounds and alphabet as requested by the teacher
- Reciprocal conversation involving turn taking and listening
- Being physically active

**Accountability:** Communication with the classroom teacher. Student self-reflection.

##### 5.2. PRE-PRIMARY TO YEAR 2

Homework will generally not exceed 15-20 minutes per day and will not be set on weekends or during holiday time. Reading with each child should comprise most of the homework time allocation. Examples of homework activities:

- Reading
- Spelling/Sight words
- Mathematics
- Matific/Reading Eggs (as set up by the teacher)
- Life skills – set specific tasks

**Accountability:** Teacher to monitor reading logs, checklists, online programs and spelling journals. Sign and comment in Student Diary. Student self-reflection.

##### 5.3. YEARS 3 AND 4

Homework will generally not exceed 20-25 minutes per day and will not be set on weekends or during holiday time. Reading should comprise most of the homework time allocation. Examples of homework activities:

- 15 minutes reading; one per week questions (Before During After [BDA]/First Steps)
- Spelling activities
- Matific or number facts practice
- As required, substitute one of the above with Unit of Inquiry activities
- Life skills – set specific tasks

**Accountability:** Teacher check of comprehension/Matific/number facts progress and rubrics. Sign and comment in Student Diary. Student self-reflection.

#### 5.4. YEARS 5 AND 6

Homework will generally not exceed 30-35 minutes per day and will not be set on weekends or during holiday time. Reading should comprise a significant proportion of the homework time allocation.

Examples of homework activities:

- independent reading on a daily basis
- reinforcement tasks associated with classroom activities
- tasks such as continuation of classroom work, projects, assignments and research
- unfinished classroom activities
- spelling of high frequency words and individual words
- Life skills – set specific tasks

**Accountability:** Teacher check of comprehension/Mathematics/spelling progress and rubrics. Sign and comment section in Student Diary. Student self-reflection.

#### 6. PARENTS AND GUARDIANS CAN HELP BY

- Encouraging regular nightly reading.
- Providing a place for their child to do their homework, allowing time to complete homework and providing 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.
- Discussing homework tasks with their child.
- Communicating to the teacher if homework tasks are too difficult or too simple for their child.
- Monitoring the time taken to complete the homework tasks and giving feedback to the teacher as to whether the amount of homework is being completed in the designated time.
- Encouraging participation in family activities such as board games and physical activity.
- Discussing the texts that have been read by their child.

#### 7. FEEDBACK ON HOMEWORK

It is important that all homework tasks are acknowledged and feedback is given to the student. The support and praise from parents when work is completed at home is a vital part of that feedback. Not all homework will be formally marked. It may be marked together as a class or group; or students may be asked to talk to the class about their homework activity. Parents are welcome to make brief notes at the bottom of a piece of homework as to whether the work was completed independently or with support.

Teachers will work in partnership with parents to ensure that homework is a positive experience that reinforces learning at school and engages all family members with learning in the home. Parents are requested to contact the class teacher if they have any queries about the homework set for their child.

#### 8. RELEVANT SCHOOL POLICIES

- *Inclusive Education Policy*
- *Language Policy and Literacy Guidelines Primary School*
- *Mathematics Policy and Numeracy Guidelines: Primary School*