



Tallong Public School

Homework Policy

May, 2022

Rationale

Homework is defined as any task assigned by school teachers intended for students to carry out during non-school hours designed to meet specific learning goals.

Students will also participate in a range of activities and have diverse experiences outside of school hours that may enhance their learning. Experiences and activities at home that help to create a rich learning environment for children are to be encouraged.

There is no consensus in the literature as to whether homework raises student achievement. Many respected studies have found that homework has limited effect on student achievement (Blazer, 2009; Dixon, 2007; Queensland Government Department of Education and the Arts, 2004).

In Term 1, 2022, Tallong Public School staff commenced the trial of a new homework strategy for Years 2-6. This consisted of a homework matrix that included learning activities in all syllabus areas. The matrix provided students with an opportunity to explore and demonstrate their ability across six important educational areas; knowing, understanding, applying, analysing, creating and evaluating (Bloom's Taxonomy). Students were able to choose one or several projects/tasks to complete over the term/semester. Students were given the opportunity to share or discuss their homework creations with their class, if they wish.

Policy requirements

The NSW Department of Education's policy website specifies that each school is to develop a Homework Policy.

A school's Homework Policy should be:

- relevant to the needs of students
- developed in consultation with key school community stakeholders including teachers, parents/ caregivers and students.
- communicated to staff, students, parents/caregivers, particularly at the time of student enrolment.

In developing their Homework Policy, schools should be aware that while the Policy itself is compulsory, the setting of homework and any indicative time allocations across year levels are not.

This approach to Homework Policy is in line with a number of factors:

- community expectations about homework are variable
- research regarding the value of homework is inconclusive
- schools are best placed to make decisions about homework in consultation with their communities.

Quality

Research indicates that student learning may be enhanced if homework is:

- appropriate for each student's age and ability
- relevant to each student's needs
- purposeful and designed to meet specific learning goals
- varied and challenging, but achievable
- built on knowledge, skills and understanding developed in class
- clearly stated and requirements made explicit during class time
- supported by teacher strategies for students having difficulties with homework.

Manageability

The quantity of homework needs to be manageable so that teachers can ensure quality, and can provide feedback to students on completion.

Homework that is manageable for students will:

- be age appropriate
- consider student's outside of school hours commitments, such as sport, cultural activities, tuition, part-time employment and home responsibilities
- take into account student's access to resources and technology beyond school
- be clearly communicated to students
- provide some flexibility and options to allow for different student circumstances.

Principal/Executive

- Develop a Homework Procedure in consultation with their school community
- Communicate the Homework Procedure to staff, students and parents/caregivers
- Monitor and support teachers in the implementation of the Homework Procedure
- Ensure that homework is consistent with the school's learning goals
- Support the need for balance between Homework and the many other commitments in student's lives
- Provide mechanisms for teachers and parents/caregivers to communicate about homework
- Recognise that some parents/caregivers may not agree with the school policy on homework. This may necessitate the development of alternative strategies.

Teachers

- Implement the school's Homework Policy
- Communicate the purpose, benefits and expectations of homework to students and parents/caregivers
- Acknowledge student effort in completing homework and provide timely and relevant feedback
- Ensure resources and materials are easily accessible for students
- Discuss with students and parents/caregivers any developing issues regarding a student's homework
- Discuss homework practices with colleagues

Implementation

While there is little conclusive evidence of the learning benefits of homework in infants and primary schools, quality homework in these stages may help students to develop effective study habits and broaden their understanding and skills across the curriculum.

Kindergarten-Year 2

In general, students are not expected to complete formal homework in Kindergarten. Students may be given books to read at home, as appropriate.

In Years 1 and 2 some formal homework may be set.

Tallong Public School recommendations

Kindergarten: Daily home reading (10mins); daily parent/carer reading to child using a variety of picture books.

Year 1 and 2: Daily home reading (10mins); practice reading 'tricky words'; daily parent/carer reading to child using a variety of picture books, chapter books and information books;

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Years 3-6

Homework in Years 3-6 may be varied and students may be expected to work more independently. Students could be encouraged to read and practise mathematical concepts learnt at school. Other homework may also be set across areas of the curriculum.

Tallong Public School recommendations

Years 3 and 4: Daily home reading (15mins) ; TPS Homework Matrix - completion of tasks across all syllabus areas, with weekly class sharing of homework projects.

Years 5 and 6: Daily home reading (20mins); TPS Homework Matrix - completion of tasks across all syllabus areas, with weekly class sharing of homework projects.

Policy review

The policy will be monitored, with evaluation and review in 2024 in collaboration with TPS teaching staff and parents/carers.

Michelle Davy

Relieving Principal

May, 2022

Additional homework resources:

NSW DOE: Helping your primary school child with homework

<https://education.nsw.gov.au/parents-and-carers/learning/homework/helping-your-primary-school-child-with-homework>

NSW DoE: Maths Trains Brains

<https://education.nsw.gov.au/parents-and-carers/everyday-maths/primary?q=>

NSW DoE: Maths A-Z

<https://education.nsw.gov.au/parents-and-carers/learning/maths/maths-a-to-z>

NSW DoE: English A-Z

<https://education.nsw.gov.au/parents-and-carers/learning/maths/maths-a-to-z>

NSW DoE: Digital Learning packs

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/2022-digital-learning-packs/primary>

Australian Government: Learning Potential

<https://www.learningpotential.gov.au/search?age=25>

PETA: Parents guide to help children with reading and writing at home

https://www.petaa.edu.au/w/teaching_resources/parents_guide.aspx

Five from Five Parent Resources

<https://fivefromfive.com.au/parent-resources/>

Studyladder

<https://www.studyladder.com.au/>

Mathletics

<https://www.mathletics.com/au/>

Reading Eggs

<https://readingeggs.com.au/>

Mathseeds

<https://mathseeds.com.au/>