

HOMEWORK - GUIDELINES

RATIONALE:

Every school, according to the Department of Education Homework Guidelines (Feb 2014), is to have a documented approach to homework that reflects the needs of the students, the phase of their development and the context of the school.

Homework can be a means of furthering school/home relationships and can assist in keeping parents informed about the student's learning program and progress. It also has the potential to improve student outcomes and instil in students the notion that learning is an on-going process that occurs in a range of environments.

The Queensland State Government's research into homework found that students perform better if their parents are involved in their homework, and that students who complete homework generally out perform students who do not, on some measures of academic achievement. (Education Review, February 2005)

The current evidence and research shows that the quality of homework assigned is likely to be more important than the quantity. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005).

GUIDELINES:

- Homework needs to be consistent with the intent of the Western Australian Curriculum and Assessment outlines and school plans therefore, **if administered**, it must be for the purposes of facilitating the achievement of learning outcomes.
- Teachers need to ensure that individual classroom homework procedures are communicated clearly to parents and students so as to ensure that a consistent approach is adopted through out the school.
- The frequency of homework needs to be communicated to both parents and students.
- Homework, **if administered, must** –
 - form part of a developmental learning program that is responsive to individual needs and acknowledges different levels of development;
 - be clearly relevant and relate directly to learning and teaching programs appropriate to the needs of students;
 - be supported by classroom practice;
 - where appropriate, developed in collaboration with students and
 - be disassociated from any form of punishment or discipline.
- Homework, **if administered, should** -
 - support the development of the student's independence as a learner;
 - further the partnership between school and home;
 - avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the student;
 - be set without impinging on reasonable time for family, recreational and cultural pursuits;
 - be balanced across learning areas;
 - provide verbal or written feedback through self-assessment, peer-assessment and/or teacher assessment;
 - provide students with clear timelines as to when a particular homework task is due to be completed and presented for assessment.
 - phased in gradually and consistently as students move through primary school; and
 - be completed approximately within the times documented below on the days when homework is administered.
 - 10 - 20 minutes for year 1 students
 - 30 minutes for year 2 and 3 students
 - 40 minutes for year 4 and 5 students
 - 60 minutes for year 6 students.

These times are only a guide and need to be flexible so as to ensure that they reflect each student's individual needs and level of development.

- Teachers will determine whether or not homework will be administered on any given day.

The success of Carine Primary School's Homework Policy/Guidelines will depend upon its consistent whole of school approach, communicating its intent and existence with parents, ensuring that students understand the reasons underpinning homework programs and also ensuring that students have the opportunity to negotiate aspects of some homework tasks.