



Upper Swan Primary School

Homework Policy

February, 2016

Rationale:

Homework can support higher levels of student achievement by extending the time available for students to:

- consolidate skills and concepts learned at school.
- explore new ideas and new situations.

Homework can support teachers by extending learning time in a supportive environment, where it is possible for parents to provide *one on one* assistance.

At Upper Swan we believe the purpose of homework is to:

- support individual and class learning programs of students
- allow students extra time to complete projects or research set during school time.
- encourage older students to work independently away from the school environment, enabling them to develop the work habits needed for their future education.

Expectations:

The following statements are a guideline of expectations at each phase of schooling. There may be variations between class teachers with some, but not necessarily all, of these activities being undertaken and consideration being given to after school commitments many families have.

All class teachers will provide parents with information about their homework expectations within the first few weeks of the school year. This may be at a class meeting, by note or email.

Early Childhood (K-PP)

Parents can foster learning experiences in the home that provide opportunities for:

- Play with friends, siblings and parents.
- Exploring the natural environment.
- Observation, manipulation and exploration of objects, materials, technologies and physical activity.
- Home reading- developmentally appropriate reading at home on a regular basis. Home reading is made up of paired reading with both adult and child reading together, child reading by themselves (aloud or silently) or taking turns. Reading materials may be school readers, library books or any other book appropriate to the age and ability of the child.
- Modelled Reading – Parents regularly reading books to their children.
- Maths – recognition of numbers and shapes; knowing some simple addition facts. It can involve naming and knowing the characteristics of shapes. Completing Mathematics tasks on the computer.
- Phonics/ spelling / sight words: revision of developmentally appropriate sounds, letters and words.

Time Allocation: Approximately 15 minutes per day.

Make it as informal as possible. It should be a pleasurable experience that parents share with their children.

Junior Primary – Years 1, 2 and 3

Parents can foster learning experiences in the home that provide opportunities for:

- Play with friends, siblings and parents.
- Exploring the natural environment.
- Cooking activities that involve measurement and reading.
- Reading and money concepts when shopping
- Involve children in reading timetables; for example television guides.
- Observation, manipulation and exploration of objects, materials, technologies and physical activity.
- Home reading- developmentally appropriate reading at home on a regular basis. Home reading is made up of paired reading with both adult and child reading together, child reading by themselves (aloud or silently) or taking turns. Reading materials may be school readers, library books or any other book appropriate to the age and ability of the child.
- Modelled Reading – Parents regularly reading books to their children.
- Maths – recognition of numbers and shapes; knowing some simple addition facts. It can involve naming and knowing the characteristics of shapes.
- Learning simple number facts.
- Completing Mathematics tasks on the computer.
- Phonics/ spelling / sight words: revision of developmentally appropriate sounds, letters and words.
- **Writing Bags:** If teachers run a “take home writing bag / chapter book” activity, children need to have two to three nights to complete their contribution.

Time Allocation: Approximately 15 minutes per day.

Make it as informal as possible. It should be a pleasurable experience that parents share with their children.

Middle Childhood Years 4, 5 and 6

Parents can foster learning experiences in the home that provide opportunities for:

- Cooking activities that involve measurement and reading.
- Involve children in reading timetables; for example television guides.
- Home reading- allowing extra ‘stay up’ time to foster reading for pleasure. Books and other materials can be self-selected by the children.
- Maths-regular revision of developmentally appropriate number facts.
- Completing Mathematics tasks on the computer.
- Spelling - revision and drill of words as appropriate.
- Independent projects: doing ‘finishing off’ and presentation work for research topics; where the research has been completed at school.
- Integrated is the need to learn time management skills for work that is due by a set date.
- Of their own volition, children may choose to conduct additional inquiry into, and investigation of, class topics.

Note: Independent Research Topics

The vast majority of the research and note taking for investigations needs to be done at school. Children should have the choice of doing extra research at home, but it can't be an expectation. Homework should focus on the presentation of research.