



Williamstown Primary School

Homework Policy

1. BACKGROUND

The Williamstown Primary School's Homework Policy is informed by current national and international evidenced-based research. Homework tasks assist students by complementing and reinforcing learning that is occurring within the classroom, and may assist in the development of life-long learning, study skills and work habits. Homework tasks foster parent/guardian participation and home-school links through encouraging children to set aside time, to take increasing responsibility for completion of homework and to discuss their learning and school life.

2. PURPOSE

This Policy sets out the School's approach to homework and aims to clarify for parents/guardians and students the School's expectations of students in regards to homework. The policy also reinforces a consistent approach to homework.

3. DEFINITIONS

"Homework" is work given to students to be undertaken at home which reinforces the learning in the classroom.

"School" means Williamstown Primary School.

4. PROCEDURES FOR IMPLEMENTATION

- Homework tasks will be given regularly and generally cover the same type of activities to help establish routines and allow parents/guardians and children to organise their week.
- Homework tasks will be needs appropriate, purposeful, meaningful and relevant.
- The content of homework tasks will reflect the needs of individual students or grades. Priority will be given to literacy, particularly home reading, numeracy and research projects, which allow for different learning styles.
- Homework will be directly related to the work/curriculum a child completes in the grade.
- Homework tasks will have a clearly defined purpose and have a consistent approach across year levels.
- Homework tasks or expectations may be differentiated for students with teacher-identified additional learning needs.
- Homework tasks will be within the capabilities of the child without assistance from parents and should not require direct assistance or complete reliance on substantial educational resources, i.e. technological resources, computer, internet.
- Homework should not demand great time commitment and will be scheduled over a school week to allow for the various out-of-school commitments that families and children have.

- Homework should provide an opportunity to further involve parents/guardians in their child's education and enable them to better understand the work their child does at school.
- At the start of each school year, through Information Nights or Year Level information letters, parents/guardians will be informed of the homework requirements for each child including an approximate time commitment
- Approaches to homework tasks will be consistent within the year levels including the correction of homework tasks.
- Students should become increasingly responsible for timetabling, organising and completing their homework.
- As a guide only, time commitments for homework should be:
 - At Prep(Foundation)/1/2: 10 - 15 minutes each night, (approximately one hour per week), to include daily reading. This should largely consist of reading To, With or By parents or siblings.
 - Grade 3/4: 15 -25 minutes each night, (approximately one to one and a half hours per week), to include daily reading and practising skills taught within the classroom curriculum
 - Grade 5/6: 20 - 30 minutes each night, (up to two hours per week), to include daily reading and practising skills taught within the classroom curriculum
- Consequences for failure to complete homework should be clearly stated early in the year for students and parents/guardians. These should be age-appropriate and communicated through information nights and term overviews for each year level as appropriate and will be consistent within year levels.
- The school will work with parents/guardians to establish good homework patterns from Foundation (Prep). Inconsistent completion of homework will be reported to parents/guardians and appropriate, relevant follow-up will be determined with the student, parents/guardians and teacher.

5. REVIEW AND POLICY HISTORY

This policy is due for formal review in October 2018 although it may be changed at any time as required after approval by School Council and the Principal or if guidelines change (latest DET update mid November 2014).

Policy History

Version Approval Date	Summary of Changes
May 2010	Comprehensive review
June 2012	Updated
October 2015	Updated