



# Mayfield State School – Homework Guidelines

These Homework guidelines are consistent with guidelines made under Section 427 Education (General Provisions) Act 2006. Education (General Provisions) Act 2006. Effective 8 October 2007

## **Statement of intent**

In accordance with Section 427 Education (General Provisions) Act 2006, principals are responsible to develop a school homework policy, in consultation with their school community, particularly the Parents and Citizens' Association

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural and employment where appropriate.

Homework that enhances student learning:

- is purposeful and relevant to students' needs
- is appropriate to the phase of learning (early or middle)
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- allows for student commitment to recreational, employment, family and cultural activities.

## **Using varied and challenging homework appropriate to students' learning needs**

Homework can engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

## **We attempt to set homework with clear completion instructions and to ensure correction and feedback.**

If projects are given, students should have access to the information needed. As well, students should have a detailed plan to process the required information in a systematic and organised way.

## **We attempt to ensure that students have the necessary skills to complete homework tasks.**

Teachers specify for students and parents what is to be learnt, how it is to be learnt and why it is to be learnt. Detailed procedures should be outlined. Provision is made for parent feedback and immediate feedback by the teacher.

## **Role of parents and caregivers with homework**

Parents and caregivers can help their children by:

- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning
- encouraging them to read and to take an interest in and discuss current local, national and international events
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.



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## **Homework appropriate to particular phases of learning**

The following is to operate as a guide in determining the amount of set homework that students might be expected to undertake. It is, of course, open to parents to consult with a student's teacher about additional materials or practice exercises with which parents can assist their children at home.

**In the Early Phase of Learning (Prep to Year 3)** many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

Homework tasks may include:

- daily reading to, with, and by parents/caregivers or other family members
- linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings
- conversations about what is happening at school
- preparation for oral presentations
- opportunities to write for meaningful purposes.

**In the Prep Year, generally students will not be set homework.**

**In Years 1, 2 and 3, set homework could be up to, but generally not more than, 1 hour per week.**

**In the Middle Phase (Year 4 to Year 7)** some homework can be completed daily or over a weekly or fortnightly period and may:

- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research.

**Homework in Year 4 and Year 5 could be up to, but generally not more than, 2-3 hours per week.**

**Homework in Year 6 and Year 7 could be up to, but generally not more than, 3-4 hours per week.**

**As a general rule, homework is not set for weekends and holidays but "catch-up" homework may be set where a student has missed a substantial amount of school.**