

## Rationale

This policy reflects a flexible, inclusive, responsive, and evidence-based approach to homework that fits the context of Ardross Primary School. The school recognises that a student's experience of homework depends on the characteristics of the individual student and their family circumstances. The level of academic support at home, family dynamics, access to technology, the mental and emotional well-being of the student, language spoken at home, and competing family, educational, or sporting commitments can all influence the potential value of homework and attitudes towards it.

We recognise that in some circumstances, homework has the potential to impinge on family, cultural or recreational time or cause undue pressure on busy families. Other concerns such as time spent on screens and cyber-safety while completing homework, reflect the changing cultural environment in which students undertake homework activities.

Research has shown that homework adds little academic value to a child's education (Blazer, 2009; Hattie, 2009), and is ineffective in developing time management skills (Hattie, 2009). However, Ardross Primary School recognises that homework is a potential means of fostering relationships between the school and home, is a valuable tool for keeping parents informed about the student's learning programs and progress, and may play a role in supporting and/or extending the students' learning.

Parents may request that homework is not given to their child. This must be conveyed by the parent and not the student.

Homework is likely most effective when evidence-based principles of teaching and learning underpin its design. These include;

- clearly identifying the purpose of the homework, promoting active learning, and providing effective and timely feedback (Trautwein & Ludtke, 2009; Gibbs and Simpson, 2005).
- It is important to recognise that informal out-of-school tasks such as reading independently or with parents, shopping, role-play, or playing board games can provide highly effective learning experiences, especially in the early years of primary school.

## Homework in Practice

At Ardross Primary School homework will:

1. Align with Education Department WA Guidelines on Homework.
2. Reflect evidence-based best practice in teaching and learning.
3. Be directly aligned with identifiable intended learning outcomes and must *only* be used to facilitate the achievement of intended learning outcomes.
4. Support the development of the student's independence as a learner.
5. Be consistently applied across a given year group.
6. Be responsive to the needs of individuals within a class.

7. Assist students in monitoring their own progress and develop the ability to judge the quality of their own work against agreed standards.
8. Encourage students to share what they have learnt with their parents and provide an opportunity for school and home to work cooperatively to support learning.
9. Prioritise the development of skills (e.g. reading, problem-solving, communication) rather than the recall of facts (e.g. reciting information about a topic).
10. Consider issues of cyber-safety and screen-time (e.g. students performing online searches without adult oversight).
11. Homework must be phased in gradually and consistently.

**Homework must not:**

1. Depend on unreasonable levels of parental assistance or resources that are not readily available to the student.
2. Negatively impact on reasonable time for family, recreational and cultural pursuits relevant to the student's age and development.
3. Disadvantage students with limited/no access to required technology.
4. Be used as a form of punishment.

*Preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework (Education Department WA Homework Guidelines).*

**Homework Procedures:**

**At Ardross Primary School, homework will:**

1. Clearly state the intended purpose of the work (e.g. 'develop verbal fluency when reading aloud', 'memorise times tables', 'differentiate between persuasive and informative text').
2. Be implemented with a clear process for giving feedback to students, in recognition that feedback is required for learning. This process will be clearly communicated to both students and parents.
3. Where appropriate, be identified as an 'extension' or 'support' activity as relevant to the needs of individual students.
4. Homework that contributes to the formal grading of students will be identified as such.
5. Where relevant, homework will consider issues of cyber-safety such as performing research or sharing personal information (such as email addresses).

	<b>Weekly Allocation Monday - Thursday</b>	<b>Homework Activities may include...</b>
Kindergarten	nil	nil
Pre-Primary Year 1 Year 2	10-15 mins daily	Home Reading Word List Revision Basic Number Facts (Practice)
Year 3 Year 4	20 mins daily	Home Reading Spelling List Revision Mathematics Revision—Basic Number Facts
Year 5 Year 6	30 mins Daily	Home Reading Assignment or Project Tasks Mathematics Revision—Key Concepts

## How Can Parents Help?

Parents can facilitate the homework process in many ways but the responsibility to complete homework tasks rests with the student. The student's responsibility should be clearly communicated at both home and school.

The key to having a successful homework routine is habit. Students must be encouraged to see homework as part of their daily routine. Parents are encouraged to:

- Discuss an appropriate place for completing homework with their child and develop a shared agreement. The chosen homework place should be used consistently and be away from distractions.
- Select an appropriate time for homework which does not clash with chores, extra-curricular activities or favourite relaxation times. Ensure that children use this time consistently.
- Ensure appropriate materials are available in the home. These resources include paper, pencils, ruler, eraser, textas, atlas, dictionary, and digital technology.
- Show an interest in the work students are doing and provide guidance (without doing the work for them).
- Discuss the value of homework, positively encourage and praise when homework is completed.
- If your child has no set homework to complete, encourage them to use their homework time appropriately.

## Homework and Vacations During Term

Teachers will NOT provide photocopied work packages for students who are missing school due to family vacations during the school term.

This is in keeping with the expectations outlined in the *Homework in Practice* section of this policy.

It is the belief of our school that a photocopied work package does not replace learning time with a teacher and may, in some cases, in fact be detrimental to a student's learning.

Ardross PS believes that, should family vacations need to take place during the school term, parents should strive to make these trips educationally valuable through:

- Students keeping a diary (written, visual, or digital) of their experiences while on vacation which can be shared with friends, family and classmates upon their return.
- Having students engage in a variety of educational and cultural activities while on vacation, such as museums, zoos, live performances, sightseeing tours and/or eating local cuisine.
- Helping to plan events and activities (both before and while travelling), assisting to navigate new areas, and taking responsibility for budgeting a specific amount of money to be put towards souvenirs and extras.

Ratified by Ardross PS School Board June 2024