All parents had the opportunity to complete a survey outlining their thoughts on the importance and nature of homework.

Approximately 50% of families responded and most of these families were in favour of regular homework.

The other 50% of families who did not respond we assume did not have a strong opinion about homework.

Setting homework provides significant challenges for teachers:

- How do we design homework activities that will suit the range of needs in each class?
- How do we provide feedback when only half the class have completed the homework tasks?
- What do we do with the children who do not do homework as the teacher goes through the tasks with the children who have done homework?
- There can be a significant waste of paper and teacher time with very little noticeable improvement overall.

After much discussion with that staff as well as taking the survey results into consideration, the following policy has been developed.
RATIONALE

While there is little conclusive evidence of the learning benefits of homework in infants and primary schools we believe there are other benefits in terms of:

- Enhancing parent/child relationships through sharing the learning experience.
- Developing effective study habits particularly in older children.
- Providing practical applications for student learning.
- Making parents aware of their child’s specific learning needs.

Primbee P.S. recognises that learning is an on-going process which takes place in a variety of situations including the home.

We believe that parent support and involvement in homework activities is a vital factor in these activities being effective. Parents are best placed to know when, where, how long and how necessary homework activities are for their children.

Homework ideally enhances parent/child relationships.

Homework should:

- Be purposeful in helping children to enhance their learning.
- Provide an opportunity for children to share their learning with their families as well as learning from and with their families.
- Consolidate and/or extend what is learnt in the classroom.
- Prepare children for lifelong learning beyond the classroom experience.

POLICY STATEMENT

At Primbee P.S. we believe that homework should be relevant and manageable for students, parents and teachers. Homework must enhance students learning with a clear purpose communicated to all stakeholders.

Student effort will be acknowledged and feedback provided.

IMPLEMENTATION

Homework is defined as any task assigned by the teacher intended for students to carry out during non-school hours and designed to meet specific learning goals.

A range of diverse experiences and activities may enhance learning and create a rich, engaging learning environment. We encourage parents to provide these sorts of activities for their children and have included them as part of the homework program.

These activities will also be assigned by the teacher as part of the homework program.

Children often have specific needs that need to be supported at home and teachers will let parents know if this is the case and provide suggestions as to how to help your child at home.

See the table below for the homework outline for each class at Primbee P.S.

The class meetings held early Term 1 each year will provide further details of the homework activities.

Please make an appointment, through the office, with the class teacher, if you have any concerns in this area.
**Homework Outline**

### Early Stage 1

**READING**
Read home reader

**NUMBER**
Number counting ie: writing numerals 0-30 and backwards from 20.
Friends of 10, ie: number combinations that add up to 10, eg: 9 + 1, 3 + 7, etc.

**WRITING**
To be explained at class meeting

**PROJECTS**
Preparation for news.
Preparation for Public Speaking competition.

### Stage 1 – Years 1 & 2

**READING**
The literacy continuum recommends children read their home reader for 10-15 minutes, 4 nights per week. Children can read to people and objects, eg: ipod, ipad, pet.
Parents can read with children if they need it. Parents are encouraged to read to their children each day if possible.
Parents can help children with comprehension by asking children to retell what they have read, discuss the main ideas of the text, discuss their favourite part and why they like it as well as helping children to understand unknown words.

**TABLES**
By the end of year 2 children should know their 2x, 4x, 5x and 10 x tables. The class teacher will let you know which one is the current focus and suggest some activities.

**SPELLING**
Children can practice their basic sounds and sight words for 5 minutes, four nights a week. A list of recommended words and activities will be provided.

**MATHS OR ENGLISH BASED ACTIVITY**
Counting activities as suggested on the hand out sheets. Children should be able to count forwards and backwards, as well as by 2’s, 4’s, 5’s and 10’s, on and off the decade e.g. 4, 14, 24

**PROJECTS**
Preparation for news.
Preparation for Public Speaking competition.
Occasional projects.

**WRITING**
Handwriting sheets sent home by teacher/
### Stage 2  Years 3 & 4

**READING**
The literacy continuum recommends children read more extensively, three to four nights per week for 15-20 minutes. Guided reading books can be provided for children who need them. Any material of interest to the child and not too easy is useful. Parents can help children with comprehension by asking children to retell what they have read, discuss the main ideas of the text, discuss their favourite part and why they like it as well as helping children to understand unknown words.

**TABLES**
The school recommends that children practise their tables for 5 minutes, four nights per week.

**SPELLING**
The school recommends that students practise their spelling words for 5 minutes, four nights a week. A list of recommended words will be provided.

**MATHS OR ENGLISH BASED ACTIVITY**
Addition and Subtraction facts need to be practised until known automatically. A sheet or activities will be sent home from time to time.

**PROJECTS**
Preparation for Public Speaking competition.
Occasional projects

### Stage 3  Years 5 & 6

**READING**
The literacy continuum recommends children read more extensively (for 20-30 minutes, most nights of the week).
Any material of interest to the child (but not too easy is useful). Parents can help children with comprehension by asking children to retell what they have read, discuss the main ideas of the text, discuss their favourite part and why they like it as well as helping children to understand unknown words.

**TABLES**
The school recommends that children practise their tables for at least 5-10 minutes, four or more nights per week.

**SPELLING**
The school recommends that students practise their spelling words for at least 5 minutes, four nights a week. A list will be available and the words will be tested periodically.

**MATHS & ENGLISH BASED ACTIVITY**
Addition and Subtraction facts need to be practised until known automatically.
“Maths Online” computer program will be organised for use at home and school.

**RESEARCH**
Preparation for Public Speaking competition.
Occasional projects

The following activities are recommended as part of the homework program. Parents may add activities that they do not currently do and fit them in to the daily schedule at home as often as possible.

They should be fun for everyone and provide alternatives for TV watching and computer games.

Try any or all of these and feel free to add more;

- Cooking – to develop skills of: Reading recipes, measuring quantities accurately, telling temperature, safety, hygiene, discussion, problem solving, coordination, being responsible
- Hobbies – to develop commitment
  - Playing board games, card games etc. – to develop skills of: Sharing, taking turns, winning and losing graciously, addition, number identification, reading instructions, number patterns, problem solving, responsibility, packing up,
  - Doing chores e.g. packing and unpacking school bag, managing notes, putting lunch box away –to develop skill of : Problem solving, responsibility, meeting deadlines, independence, pride in self, self-discipline, self-respect, good habits
  - Gardening e.g. small pot of herbs – to develop skills of: Safety, hygiene, respect for the environment, self-respect, physical exercise
- Specific Counting games(see handout)
- Family Discussions e.g. over dinner talk about everyone’s day, what reading at the moment, including grandparents to develop skills of: Higher order thinking skills, Consideration of other points of view, Taking turns
- Exercise e.g. walk to the park and talk about what you see, walk and count letter boxes, steps etc.

Feedback and acknowledgement of effort will be provided in the following ways:

- Report card
- Sticker chart
- Merit awards
- Responsibility tokens (because children are taking responsibility for their learning)

We encourage children to do homework because it helps them and that should make them feel satisfied with themselves. We want to develop independent learners.

We will know if they have been doing homework such a learning tables and spelling works when we see the improvement in their class work and assessment tasks.

Monitoring, evaluation and review

The homework policy will be reviewed each term at our School Development Day. Parents and students will be asked to provide feedback at the beginning of term 4 2014.
THE ROLE OF PARENTS

- Show an interest in your child’s homework tasks. Help them to understand what to do and how to get started.
- Help your child but don’t do the work for them.
- Help your child to understand the importance of homework by how you talk about it.
- Praise your child for completing homework.
- Make sure your child has a quiet time and place to do homework with no distractions.
- Make sure your child has whatever is needed to complete their homework e.g. pens, pencils, calculator, ruler, eraser, glue, scissors, paper, atlas, dictionary, internet access.
- Make sure that other people at home respect and support children who are doing their homework.
- Make an appointment to discuss homework issues with the class teacher if necessary.

“A PARENT’S ROLE IS NOT TO TEACH BUT TO BE A COACH AND CHEER SQUAD!”

HOLIDAY HOMEWORK

Because teacher programs are integrated with other class work it is not possible to provide meaningful worksheets for holidays. A series of unrelated sheets is not the best approach for holidays.

In our experience, when teachers prepare a suitable amount of work for children to complete while on holidays, they return having completed very little of it because they didn’t have time.

For these reasons our school policy is to NOT provide packages for holidaying children.

However, we have put together a list of suggestions:

- Daily reading from any source including brochures and literature about the places you will be visiting during your holiday.
- A daily diary is extremely useful as it helps to record and preserve the holiday experiences as well as providing your child with daily writing practice. A simple exercise book is all that is required unless you have an appropriate electronic device.
- To extend thinking skills, children could comment in their diary about which places or activities were their favourites and WHY!
- If your holiday is a long one, your child could also write letters or postcards to their class.
- Letting your child set up a photo album after the trip is also a great idea. Children can write brief descriptions about each photo. This could also be done electronically if available.
- To assist your child with Maths there are lots of fun car games and other activities:
  - How long til we get to ….?
  - How far are we travelling….?
  - Counting, adding, subtracting, tables using rego numbers, house number etc.
  - Travelling is always a good time to give children practical experience with money.
  - Put them in charge of their own reasonable budget for the purchase of food and drink. Let them work out the cost for the whole family to enter a venue, have dinner out, have ice creams etc.