



Stella Maris Primary School

Homework Policy

Stella Maris Primary School recognises that learning is an ongoing process which takes place in a variety of situations.

Homework should be purposeful out of class learning that seeks to enhance the extent to which each child benefits from their education. It provides an opportunity for students to share their learning with their families, to consolidate work learnt in the classroom and to prepare for lifelong learning beyond the classroom experience.

Rationale

We believe homework supports student learning by:

- a. Developing independent learning, self-discipline, time management and organisational skills;
- b. Allowing students to practise the skills introduced to the class;
- c. Extending student knowledge;
- d. Providing opportunities for individual research;
- e. Encouraging good study habits in preparation for further education
- f. Valuing extra curricula activities as important in a child's experience
- g. Allowing parents to become actively involved in supporting children's learning (Partners in Education)

Aims

The goals of homework provision at Stella Maris School are:

- To assist the child in developing responsibility.
- To reinforce and enrich the child's daily learning process.
- To develop the child's study habits and organisational skills.
- To foster an enjoyment of and purpose for learning.

This policy endeavours to ensure that:

- Sound homework practices are set in place;
- Teachers and parents are clear about why we give homework;
- Parents are aware of the role that they play in the homework tasks;
- Students take responsibility for choosing their level of engagement;
- Homework is a positive experience for all involved.

Implementation and frequency

The development of the homework grid is based on Ian Lillico’s book “Homework and the Homework Grid.” The grid broadens the definition of homework and recognises the wide range of after school activities. It encourages positive family interactions and allows time for students to pursue their own learning. The grid can link academic learning to real-life situations; for example, the compiling of shopping lists to a given budget.

It covers areas such as reading, spelling, number facts, research, teaching others, computers, religion, music practice and many others. The emphasis is on diversity, faith, family life and responsibilities.

Time spent on Homework

Level	Foundation(Prep)	Years 1 and 2	Years 3 and 4	Years 5 and 6
Reading (Grid)	10 minutes daily	10 minutes daily	15 minutes daily	20 minutes daily
Other Homework	Word	10 minutes grid work per night	10-15 minutes grid work per night	15-20 minutes grid work per night
These suggested times are MINIMUM. There is absolutely no problem with students spending more time in some sections if they are interested in it.				

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Some examples of a homework grid could comprise of any of the following sections:

5/6 Week 2 and 3 Homework

Homework Term One- Start 7/02/10 - Due 18/02/2010
 Parent need to sign the boxes to say they have seen you complete the task.
 All compulsory tasks must be completed and a minimum of **ONE optional task**.

<p>COMPULSORY - Reading Read for <i>at least</i> twenty minutes, three times each week. Each time you read, record the book, time, pages in your diary. Get your parents to sign at the end of the week.</p>	<p>COMPULSORY – Reading Read a newspaper article from any paper or newspaper website. Summarise the article in your own words in no more than 8 lines. Stick your article in if you can.</p>	<p>COMPULSORY– Reading With a family member choose a book from which to read alternate pages to each other concentrate on expression!</p>
<p>COMPULSORY – nouns, adjectives and verbs Look through a book you are currently reading and make a list of 5 nouns, 5 adjectives and 5 verbs. Write each under the appropriate heading.</p>	<p>COMPULSORY - Writing Write an A-Z poem of your first impressions of school so far. e.g. A great new friend Basketball is what I love to play Cannot wait for camp!</p>	<p>COMPULSORY–Maths 1. This mystery number has 4 digits. Every digit is an odd number. None of the digits are 9. Every digit in the number is different. The smallest digit is in the thousands place. The greatest digit is in the ones place. The preceding describes two possible numbers. What is the <u>greatest</u> mystery number? 2. This mystery number has 5 digits. There is a 4 in the ten thousands place. None of the other digits are 4. What is the smallest number that this mystery number can be? 3. This mystery number has 6 digits. If you add one to this number it will be a 7 digit number. What is the mystery number? 4. This mystery number is one half of a billion. How many zeros are in this number?</p>
<p>COMPULSORY - Maths Puzzle Draw a perfect circle in your homework book. Using only three straight lines can you divide the circle into seven sections?</p>	<p>COMPULSORY Maths 1. Write the year your mum or dad was born on the top of the page. 2. Now operate with the numbers anyway you can to see how many numbers you can get. e.g. 1972 $1+9+7+2=19$ $(1 \times 9) + (7 \times 2) = 23$</p>	
<p>COMPULSORY – Art or Technology Draw a picture of yourself of what you think you are going to look like in 20 years time. Label what has changed!!</p>		
Choose one of the options below		
If you have time challenge yourself and do them all		
<p>OPTIONAL – Technology Using the idea from the water balloon idea- create a capsule using things in the natural environment. You cannot use sticky tape or scissors. What can you create?</p>	<p>OPTIONAL - Art Art- Create an artwork using only three colours about you first impressions of year 5/6.</p>	<p>OPTIONAL – Physical Education Many teachers completed a 100km running or walking challenge for the holiday period. Your challenge is to see if you can exercise for 100 minutes each week this fortnight (outside of school)! Write down the physical activity in your homework book along with the time in each activity!</p>

Prep	HOME LEARNING TASKS
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Commencing: Monday 8 th September	Due Friday 19 th September	Name: _____
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Play a game with an adult	Read a variety of books, including school books	Becoming Independent
Purpose: To practice immediate recall of 'magic words'. 	Purpose: To help develop concepts of print. 	Purpose: To be able to tie shoe laces.
Use your 'magic words' to play a game like Snap, Memory or a game you have learnt at school.	Read your school reading book to mum or dad.	Whenever possible, practice tying your shoe laces.
Completed: <input style="width: 50px; height: 20px;" type="text"/>	Completed: <input style="width: 50px; height: 20px;" type="text"/>	Completed: <input style="width: 50px; height: 20px;" type="text"/>

Please record any comments in your child's reading diary.	Parent signature: _____	Teachers signature: _____
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Parent Information:

1. Please incorporate these tasks into your child's daily routine.
2. Sign off in the 'completed' box when the task has been completed. Document in the square how many times during the period that the tasks were completed.
3. Don't forget to wear Sports uniform on Wednesday (Sports lesson) and Friday (Wellbeing)
4. **Don't forget Library is now on a Wednesday.**

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Details

1. The grid is issued on a weekly/ fortnightly basis (i.e. Wednesday to Wednesday).
2. Each section has an explanation attached, as well as some suggested activities.
3. Some sections have to be done every night, others once a fortnight.
4. It is recommended up to (4) sessions per week (which may include the weekend) to be allocated for homework completion, thus ensuring time is available for students to be physically active, socialise and participate in other pursuits that develop them as a well-rounded individual. This does not preclude teachers setting a Monday deadline for contract work, nor does it preclude students completing work on a weekend if they have been unable to do so on weekdays due to other important commitments such as sport or music, this allows for flexibility.
5. Some sections may be specific; others may be more open-ended to allow choice.
6. Some sections will be "monitored" by teachers- assignments etc. – and some will be monitored by parents. Yes, you can stipulate what housework you want them to do!
7. The completed homework will be checked and students could be asked to share their experiences.
8. The grid sections may vary slightly for each level and be changed, depending on what is coming up in class.
9. Part of homework may be written or online activities i.e. Athletics, Study ladder

It is the understanding that Reading Recovery and Maths Intervention homework takes precedence over the Maths and Reading part of the homework grid.

Reading types:

- Child reads to parent (P-2- every night)
- Parent reads to child
- Parent and child read together
- Quiet independent reading

Homework Guidelines:

Teachers can help their students by:

1. Planning the homework grid with varied and meaningful tasks related to classwork and appropriate to the students' learning needs.
2. Using the grid and other activities in class to develop information and study skills in students.
3. Checking the completed grid.
4. Providing timely and practical feedback and support for homework tasks.
5. Promoting effective use of homework diaries (Years 3-6).
6. Ensuring that parents and caregivers are aware of the school's homework policy.
7. Issuing warnings and administering consequences when required to students who have not completed homework.

Students can help themselves by:

1. Completing the homework grid within the time frame.
2. Reading for the prescribed amount of time each night.
3. Completing written homework tasks to the best of their ability in the assigned time.
4. Asking parents to sign their homework grid/ reading diary (as required by classroom teacher).
5. Handing in completed homework on time.
6. Giving some feedback to the class on some of the sections.
7. Accepting consequences for not completing or handing in homework in on time.

Parents and caregivers can help their children by:

1. Scheduling a daily or weekly homework timetable- your child should have a specific time to do homework.
2. Setting up a homework area – your child needs a quiet place to study, away from distractions.
3. Creating a homework survival kit – does your child have everything he/she needs to complete his/ her assignments? Do they waste time searching for pens, rulers etc?
4. Supporting your child in completing homework, but do not do the work for them. Parents may find themselves in the Junior Classes (Year P-3) monitoring the students with tasks. The children in Years 4-6 are developing more independent skills with personal learning and goals.
5. Talking to your child about the importance of homework. When homework has been an ongoing battle, it is easy for everyone to feel negative about it. Your child needs to

understand the value of homework. Your words and actions will communicate his/her message.

6. Praising and encouraging your child. It is important to remember that your words of encourage, more than anything else, will motivate your child to do his/her best.
7. Encouraging your child to take increasing responsibility for their learning and organisation.
8. Signing the homework grid sector to verify that the work has been done.
9. Contact the relevant teacher to discuss any difficulties their child is having with homework.

Evaluation

This policy has been reviewed in accordance with the School Improvement plan and policy timeline.

Ratified by Board in 2016

This policy was reviewed in 2016

This policy to be reviewed in 2017