

Mapleton State School Homework Policy

The [P-12 Curriculum, Assessment and Reporting Framework](#) states that all schools must develop a School Homework policy in consultation with the school community.



The Mapleton State School Homework policy will be disseminated to the school community, reviewed and monitored to ensure:

- Consistent and effective implementation occurs throughout the school – including a consistent approach to the amount of time students are to spend in completing homework (at particular year levels and in particular learning areas).
- The amount of homework is balanced across all learning areas to allow sufficient time for family, recreation, and community and cultural activities.
- Students are not disadvantaged by the lack of access to resources such as computers and the internet outside school.
- Homework is effective is supporting learning.

Homework is most effective when it:

- ❖ Is clearly related to class work
- ❖ Is appropriate to particular years of schooling
- ❖ Is varied and differentiated to individual learning needs
- ❖ Consolidates, revises and/or applies students' classroom learning
- ❖ Develops students' independence as a learner through extension activities such as investigating, researching, writing, designing, making
- ❖ Assists students to prepare for upcoming classroom learning, such as collecting relevant materials and information, completing surveys and audits
- ❖ Is monitored by the teacher

The MSS Homework Policy has been informed by:

- [P-12 Curriculum, Assessment and Reporting Framework Homework guidelines](#)
- [Parent and Community Engagement Framework](#)
- Recent research on the effectiveness and implementation of homework tasks

Advice for parents to support their children with homework:

[Advice for parents - homework](#)
[Preparing your child for high school](#)



Homework guidelines appropriate to the phase of learning

Prep-Year 2 10-15 mins per night (4 nights a week)

1. Daily reading – levelled texts to/with parents/caregivers
2. Literacy/Numeracy activities, e.g. sight words, handwriting, number facts
3. Incidental
 - ❖ Conversations about what is happening at school
 - ❖ Linking concepts with familiar activities, i.e. shopping, preparation of food, family outings
 - ❖ Preparation for school events or oral presentations
 - ❖ Opportunities to write for meaningful purposes, related to real life events, e.g. birthday cards or invitations, shopping lists, labels, signs, diary, addressing envelopes and so on.



* Prep children may not receive formal homework until mid-term 2, depending on their individual readiness, but the teacher will provide parents with suggestions for enhancing student's skills, understandings and knowledge, such as helping with cooking, shopping, oral language activities, making patterns, enrichment around social skills etc.

Year 3 & 4 15-20 mins per night (4 nights a week)

1. Daily reading – independent or levelled texts
2. Literacy/Numeracy activities, e.g. spelling sorts and number facts
3. Incidental – as above and below when required

Year 5 & 6 20-25 mins per night (4 nights a week)

1. Daily independent reading with summaries
2. Literacy/Numeracy activities, e.g. spelling sorts and number facts
3. Individual projects will be set at times to familiarise students with expectations of high school. This will be in addition to, or in lieu of regular homework as decided by the teacher.
4. Incidental
 - ❖ Watching the news or current affairs shows on television
 - ❖ Discussing events with parents

Research on Homework effectiveness

Prominent educational researchers Marzano and Pickering, agree with the critics that inappropriate homework is a waste of everyone's time and may even *decrease* student achievement. They also concede that the research shows that homework produces quite modest gains in the early elementary grades. But they insist that plenty of research backs up the value of the right kind of homework. Marzano and Pickering say that the research doesn't offer very specific guidelines for school people, but they feel comfortable suggesting the following:

- ***Assign purposeful homework.***

For example: introducing new content; practising a skill or process that students can do independently but not fluently; elaborating on information addressed in class; and giving students opportunities to explore topics that interest them.

- ***Assign homework that's likely to be completed.***

This means getting the difficulty and interest level right so that students can do it independently and with a high level of success. Homework that isn't completed has little value.

- ***Involve parents in appropriate ways.***

Teachers should send home clear guidelines that tell parents the ways they can be most helpful. One best practice is having parents act as a sounding board to help students summarize what they have learned from their homework. Parents should not be expected to act as teachers or to police their children's homework completion.

- ***Don't overdo it.***

The amount of homework should be appropriate to students' ages and allow time for other home activities. One rule of thumb is that total homework time should equal the child's grade level times 10 (i.e., a sixth grader should be assigned about 60 minutes).

- ***Follow up with students.***

Homework should be checked and students should get prompt feedback and, if necessary, remediation.



Mapleton homework considerations/organisation/expectations

Homework tasks will be organised to take the following into consideration:

- Families with working parents, more than one child
- After school commitments – sport, music etc
- Homework may be set Monday to Monday at allow weekend time for 'busy' students, however the school does not expect students to complete homework on the weekend.

Homework expectations will be clearly outlined by the class teacher and communicated via parent meetings, class newsletters and parent/teacher interviews. Children are to be encouraged to complete homework on time and to the best of their ability. Teacher expectations will include any consequences if students fail to complete homework tasks. This may include having their participation in non-essential learning activities limited while homework is being completed, or completing tasks in their own time.

Responsibilities

Principals/Leadership team:

- ❖ Develop a school homework policy, in consultation with their school community.
- ❖ Distribute the school homework policy to parents and caregivers at enrolment
- ❖ Include an up-to-date school homework policy as part of the school enrolment package and in the key communication tools for parents e.g. Newsletter and school website.

Teachers can help students establish a routine of regular, independent study by:

- ❖ ensuring their school's homework policy is implemented
- ❖ setting homework on a regular basis
- ❖ clearly communicating the purpose, benefits and expectations of all homework
- ❖ checking homework regularly and provide timely and useful feedback
- ❖ using homework that is varied, challenging and directly related to class work and appropriate to students' learning needs to enhance literacy and numeracy skills (e.g. *Lower and Middle Primary*: Reading, Spelling/Words and Number Facts; *Upper Primary*: Projects and assignment tasks utilising research, spelling, writing, numeracy skills)
- ❖ explicitly teaching strategies to develop organisational, research and time-management skills and providing opportunities to practice these strategies through homework
- ❖ giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
- ❖ discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework

Students can take responsibility for their own learning by:

- ❖ being aware of the school's homework policy
- ❖ accepting responsibility for the completion of homework tasks within set time frames
- ❖ seeking assistance when difficulties arise
- ❖ organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

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
- ❖ encouraging them to organise their time and take responsibility for their learning -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.