

OATLEY WEST PUBLIC SCHOOL

# HOMework POLICY

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*Learning to Live, Living to Learn*

Implemented 2013

Review in 2016



The Homework Policy is based on the NSW Department of Education and Communities Homework Policy (2012). It has been compiled with qualitative data collection from the whole school community and based on current research into the purpose and benefits of homework.



## **Definition of Homework**

*“Homework is any task assigned by school teachers intended for students to carry out during non- school hours.”*

(Cooper et al, 2006, pg 1 cited in NSW DEC Homework Policy)

## **Rationale**

Homework complements and reinforces classroom learning while developing sound study habits and time management skills. It needs to be challenging, meaningful and relevant, catering to all intelligences and individual learning styles. It provides important opportunities for parents to share their child’s education strengthening communication between home and school.

It is likely that homework quality is enhanced when the principles of effective pedagogy are utilised (Trautwein & Ludtke, 2009). Homework must have a clear purpose. Teachers should ensure that students fully understand what they are supposed to learn (Blazer, 2009). It must be tailored to the audience. The amount should reflect the student’s age and stage of development with expectations differing across early, middle and senior learning phases (Dixon, 2007). Its limitations cannot be ignored. It should not be used to teach new material (Protheroe, 2009). Students describe more negative emotions when doing homework than class work (Walker, 2011). Many students need additional support with both the academic and logistical aspects of homework (Blazer, 2009). The assistance can be provided by the parents or teacher.

## **Policy Statement**

Homework is a valuable part of schooling. It allows for practising, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline.  
(NSW DEC, 2012 Homework Policy)

The aim of the Homework Policy is to create consistency across Oatley West Public School. 91% of the parent community stated in their survey responses that they believed homework helped their child and is beneficial to their learning.

While homework is an important component of the teaching and learning process, at Oatley West we recognise the importance of teaching the whole child. Students should have time for play, leisure and physical activities outside of school. 100% of our parent survey



responses indicated that their child is involved in extra- curricular activities. 32% of parents stated that extra- curricular activities affect homework time while 38% of parents said extra- curricular activities affect their homework time 'sometimes.'

## **Implementation**

### **Guidelines**

Homework activities should:

- Provide a purposeful learning experience that reinforces and consolidates work done in class
- Be stimulating and appropriate
- Be appropriate for the age and abilities of the students
- Be clearly communicated to students
- Encourage students to take responsibility for their learning
- Not disadvantage students who do not have access to technology at home
- If technology based homework/projects are set a non- technological alternative should be set for the students who do not have access to technology at home

### **Role of the Principal**

- Develop a Homework Policy, in consultation with their school community.
- Communicate the Homework Policy to staff students, parents/caregivers.
- Monitor and support teachers in the implementation of the Homework Policy.
- Ensure that homework is consistent with the school's learning goals.
- Support the need for balance between homework and the many other commitments in students' lives.
- Provide mechanisms for teachers and parents/caregivers to communicate about homework.
- Recognise that some parents/caregivers may not agree with the school policy on homework. This may necessitate the development of alternative strategies.

### **Role of the Teacher**

- Implement the school's Homework Policy.
- Communicate the purpose, benefits and expectations of homework to students and parents/caregivers, including due dates etc.
- Acknowledge student effort in completing homework and provide timely and relevant feedback on achievement.
- Ensure resources and materials are easily accessible for students.
- Support students having difficulties with homework.



- Discuss with students and parents/caregivers any developing issues regarding a student's homework.
- Discuss and review homework practices with colleagues and how they reflect literature evidence.

(NSW DEC, 2012, pg. 6)

### **Role of the Parent/Caregiver**

Parent/Caregivers play an important role in encouraging homework completion. Parents and caregivers will therefore be informed of any changes to homework routines.

- While homework is designed for students to complete independently, parents and carers are encouraged to be involved with their child's homework.
- Parents are to encourage their child to complete and submit the homework.
- Parents are to encourage their child to 'have a go' before stepping in and providing assistance.
- Parents should notify the teacher if there is any difficulty with the tasks set.
- Parents are asked to sign any documentation requiring a signature eg reading log.
- Parents are invited to provide feedback to their child/teacher by writing a message on the homework.
- Set an environment and routine at home that fits their family and homework requirements.

### **Role of the Student**

- Students need to make sure that they take home all required resources to complete their homework.
- Students need to manage their time so there is no panic when homework is due.
- Students will be expected to complete their homework with minimal parent/caregiver assistance and return it by the due date.

### **Stage Guidelines**

#### **Early Stage 1**

In general, students are not expected to complete formal homework in Kindergarten. Students will be given home readers and sight words to support their learning in class. These should be practiced each night.

Time Recommendations: 10- 15 minutes/ night

#### **Stage 1**



In Years 1 and 2 some formal homework may be set. For example, students might be asked to read and write, learn words for spelling and complete some mathematical activities.

Time Recommendations: 15- 20 minutes/night plus home reading as designated by the classroom teacher. (minimum 10 minutes/night)

## **Stage 2**

Homework in Stage 2 may be varied and students may be expected to work more independently. Students should be encouraged to read and practise mathematical concepts learnt at school. Other homework may also be set across areas of the curriculum including: projects.

Time Recommendations: 20- 30 minutes/night plus home reading as designated by the classroom teacher. (minimum 15 minutes/night)

## **Stage 3**

Homework in Stage 3 may be varied and students may be expected to work more independently. Students should be encouraged to read and practise mathematical concepts learnt at school. Other homework may also be set across areas of the curriculum including: projects. Students in Stage 3 need to learn time management and organisation skills to help them in transitioning into high school.

Time Recommendations: 30 -45 minutes/ night plus home reading as designated by the classroom teacher. (minimum 15 minutes/night)

## **Types of Homework**

### **Practice Exercises**

These activities assist students to remember newly acquired skills, and can include: practicing spelling words, sight words, consolidating tables knowledge, maths facts, revising information about a current topic, reading for pleasure ( Home Reading )

### **Preparatory Homework**

These activities provide students with opportunities to gain background information to prepare them for future lessons on a specific subject, and can include: background reading, research on a particular topic, collecting items

### **Extension Assignment**

These activities encourage students to pursue knowledge individually and imaginatively, and can include: book reviews, researching current news, making and/or designing information and retrieval skills involving use of the Internet



Note : Research Assignments or projects:

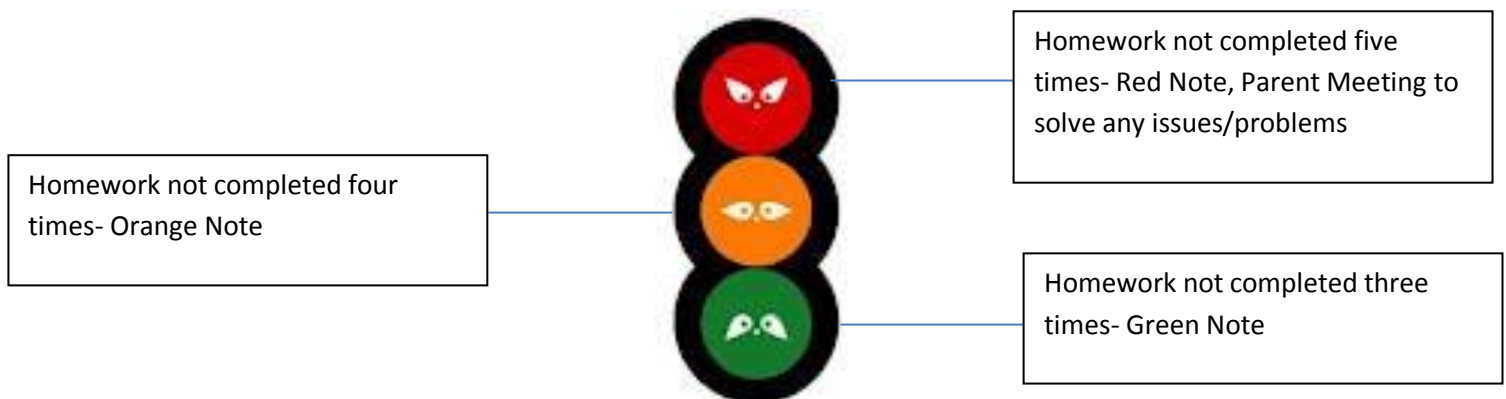
- should be set at a maximum of one per term
- need clear written instructions – date due, length, guidelines for content required, expected standard, level of parental assistance required, assessment criteria eg. Rubric
- should be designed to suit the range of learning needs of the students in the class / grade
- should be structured to ensure that the work can be done by the students with none or minimal parental assistance( unless specified)

### Incomplete Homework

If a child is unable to complete their homework a note must be sent to the classroom teacher from the parent/caregiver.

- Where a child does not complete homework it will be recorded by the classroom teacher. On the third occasion a green note will be sent home.
- Upon the fourth occasion where homework is incomplete, an orange note will be sent home.
- On the fifth occasion homework is incomplete a red note will be sent home and at the discretion of the classroom teacher and assistant principal a meeting may be held with the parents, classroom teacher and student in a restorative manner with the aim of solving any issues/problems.

This follows the traffic light system



### The Policy will be monitored and reviewed in 2016

It will be reevaluated by surveying the students, parents and teachers and reviewing any changes in the data collection and analysis.

**The Policy is based on:**

NSW Department of Education and Communities Homework Policy (2012)

NSW Department of Education and Communities Homework Policy Research Scan (2012)

NSW Department of Education and Communities Homework Policy Guidelines (2012)

Parent and Community Quantitative Data Collection (Surveys) with a sample size of 138 of 324 families at Oatley West Public School

Staff discussions and analysis of homework samples

Homework Committee with representation of members across the whole stage including Natasha Eaton (AP) Stephanie Aravanopolous (St 3), Jennifer McDonald (St 2), Levi Burr (St 2) Sarah Morgan (St 1), Nadine Saul (Rel AP, ES1) and Rita Fitzpatrick (Library)

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