

Windsor State School Homework Policy 2020



At Windsor State School, our core school values and the 'Windsor Way' teach our students to be respectful towards themselves, others and the school. Our homework policy aims for students to be creative, curious thinkers who achieve social, emotional and academic success in an inclusive and challenging learning environment. We believe that the purpose of our homework policy is to provide guidance that allows students and their families to focus on the overall development of each individual and their needs.

Homework assigned to students will:

- Provide students with the opportunity to reinforce and apply concepts and learnings developed in the classroom
- Assist students to become independent learners who develop study habits
- Promote connectedness by communicating to parents and carers the content being covered in class

The issuance of homework should not interfere with the opportunity for students to engage in extracurricular activities, exploratory or play based learning, family commitments, rest or other instances that contribute to enjoying a balanced lifestyle.

We acknowledge that while “the evidence base regarding the benefits of homework is not well developed” (NSW Government Education and Communities, 2012), it can have a positive effect on learning habits and provide non-academic benefits such as establishing routines (The Education Endowment Foundation, 2018).

The following guidelines and recommendations acknowledge research findings (appendix 1), implications and complexities of a process that occurs outside of school time, and the input and feedback received from teachers, parents and caregivers when conducting our homework policy review (appendix 2).

Whole School Guidelines

- The decision **to complete or not complete** assigned homework lies with the family of each student.
- The responsibility for checking homework lies with either the child, parent or teacher. This will be made clear to the students and parents at the beginning of the year by each classroom teacher.
- Online platforms can be accessed at home and may be set for homework.

Recommendations

Year Level	Recommended time (guide only)	Recommended tasks may include
Prep	Daily reading with/to/by parents or caregivers	Letter and sound recognition Sight words Home reading
Year 1	Up to 45 minutes per week (e.g. 10 - 15mins, 4 times a week)	Letter and sound recognition Sight Words Reading Life Skills matrix Spelling
Year 2	Up to 45 minutes per week (e.g. 10 - 15mins, 4 times a week)	Reading Independent review/skill practise
Year 3	Up to 60 minutes per week (e.g. 15mins, 4 times a week)	Reading Spelling Number Facts Independent review/skill practise
Year 4	Up to 2.5 hours per week (e.g. 35 minutes, 4 times a week)	Reading Spelling Mathematics tables and other review Life Skills matrix Other subject tasks Independent review/skill practise Handwriting tasks Online and paper available
Year 5	Up to 2.5 hours per week (e.g. 35 minutes, 4 times a week)	Reading Spelling Mathematics tables and other review Life Skills matrix Other subject tasks Independent review/skill practise Handwriting tasks Online and paper available
Year 6	Up to 3 hours per week (e.g. 45mins, 4 times a week)	Use of student diary Reading Spelling Mathematics tables and other review Life Skills matrix Homework grid Other subject tasks Research and other project work Independent review/skill practise Handwriting tasks Online and paper available

Teacher Responsibilities:

- Communicate homework instructions and supporting information clearly to parents
- Only issue homework that provides opportunities for students to review and reinforce work covered in class
- Promote independence and encourage students to take responsibility for their own learning
- Provide work that meets the needs of each student. This means that students may be issued different homework to that of their peers
- The responsibility for checking homework lies with either the child, parent or teacher. This will be made clear to the students and parents at the beginning of the year by each classroom teacher.

Student Responsibilities:

- Aim for excellence when completing set tasks
- Return homework on the set date (homework returned late may not be corrected)
- Talk to your teacher if you are having difficulty with the tasks set for you



Parent/Caregiver Responsibilities:

- Through our Parents and Citizens' Association, our parents have a key role in the continuing development of our school's homework policy.
- Be aware of the homework guidelines and information shared with you by classroom teachers
- Encourage independence by nurturing confidence and perseverance when completing tasks
- Help students to ensure they maintain a balance between school work, family and recreational activities, and rest time
- Communicate with the classroom teacher if there are challenges that are impacting your child's independent learning

Leadership Team Responsibilities:

- Ensure clear and consistent communication regarding homework occurs between school and home
- Confirm homework expectations align with the school homework policy
- Seek feedback from school community and review policy every two years

The success and benefit of homework depends on good communication between the teacher and home. Please contact your child(ren)s teacher(s) with any concerns you have about homework.

Endorsement			
The WSS School Council, in conjunction with the School Leadership Team, will closely monitor and review the Strategic Plan and other documentation from 2020 - 2023.			
Principal:	Mr Grant Baker	Signature: 	Date: January 2020
School Council Chair:	Mr Steve Allen	Signature: 	Date: January 2020
* To be ratified by the P&C annually.			
* To be reviewed in Term 4 2022.			

Appendix 1

Research Findings

The following documents were utilised as a resource during a scan and assess phase of establishing this homework policy.

Education Endowment Foundation (2019). *Homework (Primary) | Toolkit Strand*. [online] Education Endowment Foundation. Available at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/> [Accessed 9 Sep. 2019].

Education Queensland (2018). Homework. [online] Available at: <https://education.qld.gov.au/curriculum/Documents/homework.pdf#search=homework> [Accessed 9 Sep. 2019].

Farrell, A., & Danby, S. (2015). How Does Homework "Work" for Young Children? Children's Accounts of Homework in Their Everyday Lives. *British Journal of Sociology of Education*, 36(2), 250-269.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London; New York: Routledge.

NSW Government Education and Communities (2012). Homework Policy. [online] Available at: https://education.nsw.gov.au/policy-library/associated-documents/Hwk_Pol_guide.pdf [Accessed 9 Sep. 2019].

Appendix 2

Communication and Homework Policy Survey Questions

Completed in Term 3, 2019

162 responses

1. Parents and community members were asked to nominate their preferred time allocation for nightly homework (Prep – Year 6).
 - a. Responses ranged from nil to 3hrs+ per week (Prep – Year 6)
2. When would you like to receive homework (Monday – Friday or Wednesday – Monday)
 - a. 62% of responses preferred the Monday – Friday option.
3. Do you see the value of the homework assigned to your child's learning?
 - a. Always – 39%
 - b. Often – 43%
 - c. Rarely – 16%
 - d. Never – 2%
4. Can your child complete homework without your help or supervision?
 - a. Varied responses
5. What kind of homework does your child like to participate in? (Select all activities that apply)
 - a. Varied responses covering: Maths, Reading, Writing, Online activities, Science, Life Matrix, Spelling, Grammar and Punctuation
6. How involved are you in your child's homework? (Select all statements that apply to you)
 - a. Varied responses
7. What could WSS do to make the homework process better and more interesting for your child? (Select all that you agree with)
 - a. Varied responses