

# Talara Primary College

## Policy: Homework



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| <b>Purpose</b>         | The purpose of this policy is to outline to the whole school community the philosophy, scope and implications of homework at Talara Primary College.   |
| <b>Consultation</b>    | <p>This policy was drafted by the Heads of Curriculum in consultation with the administration team, the curriculum team, the whole school teaching team and the parent body.</p> <p>It was endorsed by the administration team, the whole school teaching team and the Parents and Citizens Association in semester one of 2005. Adjustments to this policy were made in March 2017.</p>   |
| <b>Policy Coverage</b> | <p><b>PHILOSOPHY</b></p> <p>We value for all students the development of habits of self-regulation in their learning so that they are able to become life-long learners.</p> <p>As such, homework is included as an integral part of the formal curriculum at TPC as it commits to;</p> <ul style="list-style-type: none"> <li>• involving parents as knowledgeable and engaged partners of the school curriculum and their child's learning.</li> <li>• developing student responsibility for their own learning</li> <li>• developing awareness of strategies to scaffold student learning and to monitor their progress</li> <li>• raising awareness of student's own learning style and ability to use this to manage their own learning</li> <li>• providing opportunities to transfer learning from the classroom as a basis for life long learning to real life situations</li> <li>• allowing students to consolidate and evaluate what they know and can already do from their engagement in learning activities at school</li> </ul> <p><b>SCOPE</b></p> <p>Teachers working within the TPC Curriculum Planning Framework are responsible for designing current pre-taught areas of the curriculum that are most suitable as homework for their class, year level and where appropriate, individual students.</p> <p>These homework routines create opportunities to develop explicit learning experiences to enhance student learning outcomes aligned to classroom and individualised expectations.</p> <p><b>Daily Home Reading is promoted to:</b></p> <ul style="list-style-type: none"> <li>➤ affirm that reading is a pleasurable and meaningful experience</li> <li>➤ share reading experiences at home</li> <li>➤ allow the child to further practice reading skills gained at school</li> <li>➤ understand that reading can occur in a range of environments with a variety of texts such as - newspapers, magazines, catalogues, junk mail, road signs, symbols, electronic media, internet E books, computer living books</li> </ul> |

- provide the opportunity for different family members to be involved
- enhance the home/school relationship

**Curriculum emphasis** for homework may include a combination of ;

- numeracy skill consolidation
- homework tasks related to current work – noting that these may have different timelines to other homework tasks and
- Real-life tasks that use an educational basis i.e. Preparing dinner

**Suggested time allocation** for homework is;

**Prep** – 10 minutes of reading, followed by 10 minutes homework daily.

**Years 1-2** – 10 minutes of reading, followed by 10 minutes homework daily.

**Years 3-4** – 10 minutes of reading, followed by 15 minutes homework daily.

**Years 5-6** – 15 minutes of reading, followed by 20 minutes homework daily.

Homework reading tasks are a combination of curriculum related reading and reading for enjoyment.

Some classroom teachers may choose to adjust when homework is handed out and returned throughout the week. Daily reading may be supplied by the class teacher to further assist and develop specifically taught strategies for the individual child.

It is recognised that valuable learning occurs in the many after school sports and clubs in which children are involved in and that the weekly homework contract may suit some families. If required, individual families may negotiate a different time schedule with teachers for completion of homework.

### **Opportunities for Extension**

Many students and their families may choose to complete more homework than stated above. Online learning programs are a great way for extra homework. Please find as Appendix 1, a list of online programs that can be accessed across the school.

## **IMPLICATIONS**

### **For Students**

It is an expectation that students at TPC;

- complete homework tasks to the best of their ability
- respond to feedback that may be received from their teacher.

### **For Teachers**

It is an expectation that teachers at TPC;

- select homework that is directly aligned to current class work
- provide students with appropriately designed homework
- Provide for the diverse range of learners through varying levels of homework.
- correct or supervise the correction of homework and provide feedback to the students about the homework they have completed.

## **For Parents**

The Teaching Team of Talara Primary College believes that;

- education begins at home - parents and caregivers are the first and most influential teachers of their children and
- students learn better when parents and schools work together.

With these beliefs in mind we encourage parents to supervise their child's homework tasks. In doing so parents will be;

- taking advantage of opportunities provided to parents to be knowledgeable about and engage with their child in the school curriculum
- motivating their children to value learning
- helping with their child's learning and behavioural development
- respecting and supporting the implementation of school policies

*This policy has been written after the review of "Homework Literature Review. Summary of Research Findings" (Education Queensland: 2004)*

## **APPENDIX 1**

*Reading Eggs (Prep-6)*

*Reading Eggspress (Prep-6)*

*Reflex (Years 3-6)*

*StudyLadder (Prep-6)*

*Dance Mat Typing (Year 6)*

*Classroom Ed Studios (Class dependant)*